POORVI

Textbook of English for Grade 7

0773

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FOREWORD

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the *pañchakośhas* in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects in three languages—including at least two languages native to India—Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. *Poorvi*, the English language textbook for Grade 7 is one of these. Its content comprises stories, poems, and narratives that ensure a reflection of their social, cultural, and geographical landscapes wherein students are sure to find traces of their lived experiences. *Poorvi* also weaves into its contents

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snippets from the vast treasure-trove of Indian Knowledge Systems, India's artistic and cultural heritage, and embeds values alongside ecological sensitivity, gender equality, digital skills, etc. For all practical purposes, it has, to my mind, succeeded in its Curricular Goals: first, to foster natural curiosity among students through a proper selection of content, and second, develop among them the core competencies in listening, speaking, reading, and writing by intelligently designing various activities around them, thereby seamlessly integrating vocabulary and grammar within meaningful contexts.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook, and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani
Director,
National Council of Educational
Research and Training

New Delhi
February 2025

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ABOUT THE BOOK

Poorvi, a textbook of English for Grade 7, is developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Language education is essential for effective communication, aesthetic expression and appreciation. Reasoning and critical thinking are very closely linked with language use, and these are valuable capacities to be developed. Language development plays an important role in the development of perceptual and practical concepts, and also enables us to check our experiences with others to ensure that we have a shared meaning emerging from these experiences. The textual material developed for the Middle Stage will take children well beyond the Preparatory Stage.

Curricular Goals, competencies, and learning outcomes have been the guiding principles while developing the textbook. The Curricular Goals (CG) cover a range of competencies. The NCF-SE 2023 has stated the following Curricular Goals:

CG-1: Develops independent reading, comprehension, and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).

CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events.

CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding.

CG-4: Explores different literary devices and forms of literature.

CG-5: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

CG-6: Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language (pp. 245–246).

The Curricular Goals have been covered through a variety of themes and an array of activities. There are five thematic units that comprise stories, poems, conversation, narrative and descriptive pieces. Themes such as learning together, wit and humour, dreams and discoveries, travel and adventure and homage to bravehearts have been included. Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity, and inclusion have been integrated in all the units. Each unit has three literary pieces—story, poem, conversation or non-fiction.

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There are in-text questions, 'Let us discuss' to assess comprehension of the text. The end-of-the-text questions given in 'Let us think and reflect' are designed to encourage critical thinking, reasoning, responding, analysing, etc.

Unit 1—'Learning Together' encourages students to explore the interconnectedness of nature and human life. The story, 'The Day the River Spoke', emphasises the importance of respecting and listening to nature. The river encourages Jahnavi to overcome her fears and societal barriers by boldly pursuing her desire for education, assuring that her courage can make a difference. The poem, 'Try Again' inspires resilience and the power of perseverance, encouraging students to view challenges as stepping stones to success. The poem leaves a powerful impact on the readers, inspiring them to achieve their best goal in life. 'Three Days to See' presents a touching narrative of a girl who cannot see and that invites learners to appreciate their senses and value the beauty of the world around them.

Unit 2—'Wit and Humour' engages students with a light-hearted story, poem, and play. These delightful works showcase the charm of intelligence, humour and laughter. The amusing tale of 'Animals, Birds, and Dr. Dolittle' will help students explore the idea of a doctor who learns animal language. He not only communicates with animals but also treats their ailments with empathy. The story is a fable that entertains and also educates about animal care. The poem, 'A Funny Man' celebrates humour which can be unfamiliar that can spark curiosity and amusement. 'Say the Right Thing' highlights the comic consequences of miscommunication. The play focuses on the fact that it is important to say the right thing at the right time. We must listen carefully to what others are saying and we must think before we speak.

Unit 3—'Dreams and Discoveries' captures the essence of wonder and imagination of children. It also sparks curiosity and creativity, encouraging students to explore how dreams and discoveries shape the world. 'My Brother's Great Invention' is a humorous story about a boy who likes to discover new things around him. This leads to an unexpected encounter with a thief. The story highlights determination, creativity, and sibling bonds, teaching students the value of trial and error in discovery. The poem 'Paper Boats' uses the imagery of paper boats to symbolise dreams and aspirations. Students will reflect on the joy of simple pleasures and the universal desire to connect with the unknown. 'North, South, East, West' will help students appreciate the diversity that exists in our country. The narrative presents postcards from a girl exploring India's diverse landscapes with her parents. The vibrant observations will foster an appreciation for the country's rich cultural and natural heritage.

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Unit 4—'Travel and Adventure' ignites the spirit of exploration and aims to cultivate curiosity, resilience, and a sense of wonder. The story, 'The Tunnel' will take students on an adventurous episode in a tunnel, highlighting the excitement of discovery and the courage to face the unknown. It also conveys the concept of maturing through self-exploration. The poem, 'Travel' revolves around the theme of exploring the unknown and a strong desire to travel. Train is used as a symbol to embark on to new adventures with new people. The sun's journey is used as a metaphor for constant movement and the human urge for exploration. 'Conquering the Summit' is a non-fiction piece on Arunima Sinha, the first female amputee to scale Mount Everest to accomplish her dream. This will inspire students with her extraordinary determination and perseverance.

Unit 5—'Bravehearts' instills a sense of patriotism and gratitude in students, celebrating the courage and sacrifices of the valiant who have selflessly laid down their lives for the nation. 'A Homage to Our Brave Soldiers' is a tribute to the real heroes of our nation—our soldiers, the embodiment of patriotism. The poem 'My Dear Soldiers' is a heartfelt acknowledgement of the courage, dedication, and sacrifice of the soldiers who tirelessly defend the nation, often in harsh and unforgiving conditions. The graphic story of 'Rani Abbakka' is a tale of a fearless queen, who defied Portuguese colonial powers with resilience and military acumen. She exhibited indomitable courage, valour, and determination.

These literary pieces serve not only as sources of entertainment but also as repositories of valuable life lessons, fostering personal growth and equipping children with skills to navigate social situations with confidence. By resonating with children's daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on their overall development.

The primary focus lies in cultivating competencies in listening, speaking, reading, and writing while concurrently developing vocabulary and grammar in context. Language learning truly comes to life when connected to the immediate environment of learners, allowing them to express their thoughts, feelings, and experiences through experiential learning. All the activities are conveniently colour coded under headings such as—'Let us discuss', 'Let us think and reflect', 'Let us speak', 'Let us listen', 'Let us learn', 'Let us write' and 'Let us explore'. 'Let us Explore' extends learning beyond the text, staying within the unit's theme. It aims to connect students with the Indian Knowledge System, fostering an appreciation for our rich heritage and culture, encouraging students to delve deeper, engage in

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meaningful discussions, and broaden their understanding. In-text activities and exercises at the end of each chapter are thoughtfully designed to be engaging, fostering joyful learning experiences while serving as tools for assessment as and for learning. Illustrations have been carefully crafted to depict context and enhance comprehension.

We sincerely hope that students will enjoy doing these activities, and develop language competencies.

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Poorvi

The textbook of English for Grade 7 is titled *Poorvi* after the Indian *rāga* 'Poorvi'. This *rāga* is said to promote harmony and serenity. It is associated with dusk, specifically sunset time (*Sandhi Prakash*). Each *rāga* in Indian music carries its own emotional significance and is symbolically connected to certain seasons, times of day, and moods. *Rāgas* are believed to evoke specific emotions in listeners.

Poorvi is an ancient and traditional Hindustani classical *rāga* that originated in eastern India. It is typically performed during the fourth *prahar* of the day, between 3:00 p.m. and 6:00 p.m. It evokes a sense of calmness and contemplation in the journey of learners, symbolising a harmonious blend of traditional and modern learning.

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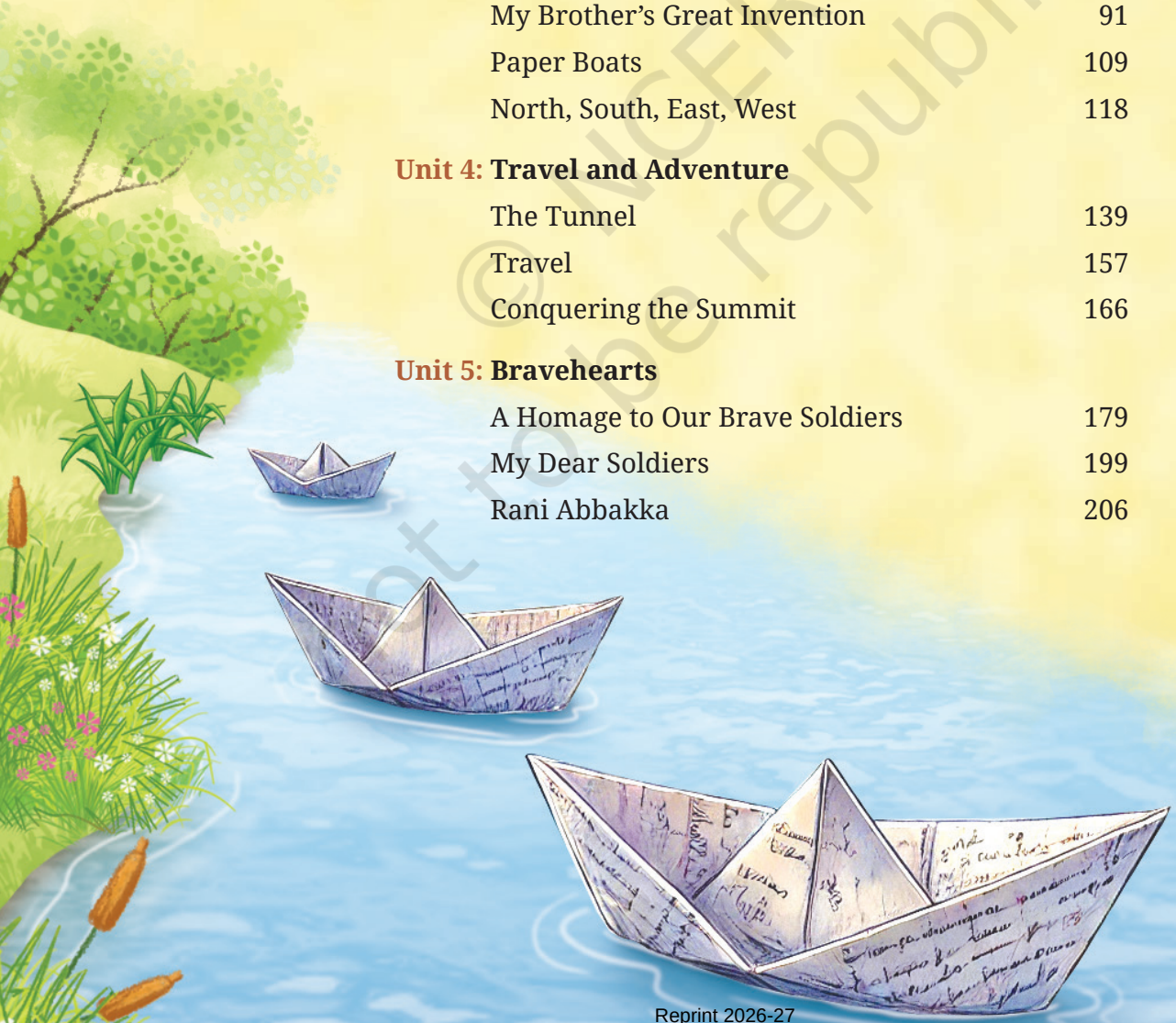

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

UNIT 1

LEARNING TOGETHER

THE DAY THE RIVER SPOKE

Let us do these activities before we read.

I Close your eyes and quietly listen to the sounds around you for a minute.

1. Are they trying to tell you something?
2. Do you think the things around you also listen to you all day long?

Share your answers with your classmates and the teacher.

II Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm. She had a dream.

1. What could that dream be?
2. How could she make her dream come true?
3. What is your dream? What can you do to make your dream come true?

Share your answers with your classmates and the teacher.

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Let us read

splashed: fell in drops, making a sound

slithered: moved by sliding from side to side

murmuring: speaking in a low voice

startled: surprised

thicket: a dense group of bushes and trees

shrieked: made a high-pitched sound

I

A big bright tear splashed down her nose. And another. A kingfisher swept down, its wings an arrow of blue in the sunlight. And a green lizard slithered down to the river's edge to bask in the sun.

"Dear, dear!" said a sleepy, murmuring voice, "What's the matter?"

Jahnavi was startled, because she was sure she had been quite alone. It couldn't have been the lizard. And the kingfisher was up in the thicket of bamboo eating the fish it had caught. It couldn't be the parrots, because parrots shrieked and this was such a sleepy voice. She looked around her. There wasn't a soul in sight. She was rather scared and wanted to run away.

"You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

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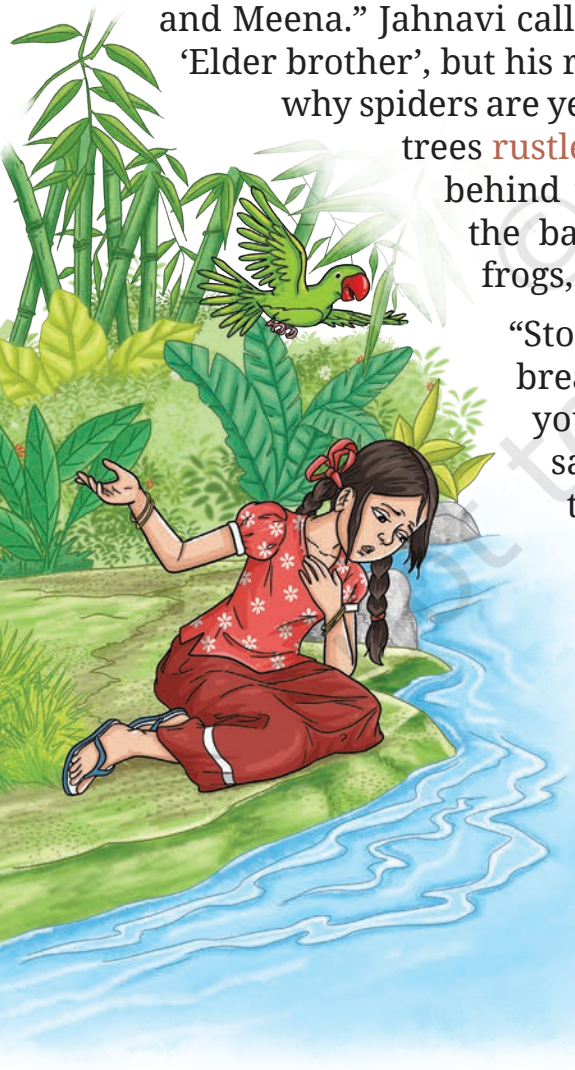
She was puzzled. It was such a voice, like the river. It couldn't be the river!

"Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."

"They won't let me go to school," said Jahnavi. "I asked my mother, 'Why can't I go to school like Ettan and Meena?' And Mother had replied, 'You are too small, baby. Maybe later.'" But when she was five, little Ramu was born and Mother still said, "Maybe next year. Jahnavi, mind your little brother while I go to the fields." Now, she was nearly ten and minding Little Appu, who was the smallest. "They don't want me. They only..."—she stopped with a sob...

"I am scared to go to school. And I'm so old now, they'll never let me go. But I want to go. I want to learn to read like Ettan and Meena." Jahnavi called her brother 'Ettan'. Ettan means 'Elder brother', but his real name was Gopi. "I want to know why spiders are yellow in yellow flowers, why bamboo trees rustle, why the moon always comes from behind the hills, never the other way, why the baby fish in the field water become frogs, why..."



"Stop!" said the River. "You make me breathless. So many *whys!* I can tell you where the moon goes," the River said conspiratorially. "It goes down towards the sea. I've seen; it always takes the same way—over the mountains and down to the sea, like me!"

rustle: light sound made by leaves rubbing against each other

conspiratorially: secretly

Let us discuss

1. What was Jahnavi's dream? Was it important to her? Why?
2. Do you think the river can help her in fulfilling her dream? How?

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II

clump: a small group of trees growing together

rattling: noise made by shaking things

catamaran: a kind of boat

wailed: (here) complained in a loud voice

"Even little Ramu goes to school," said Jahnavi, "pity, the school isn't by the sea," said the River. "Then I could take you along, you know. But, I suppose I couldn't really. You'd get your feet wet. And that would never do! I'm afraid there's only one thing you can do."

"Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."

"I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

The River laughed. "You? Scared?" the River said, "when you're not afraid of the green lizard, or of the snake in the bamboo clump, (Jahnavi startled) or the big trains rattling past that bridge." "Trains are noisy; I prefer ships," said the River.

Jahnavi never knew the snake lived in the bamboo clump.

"What are ships?" she asked.

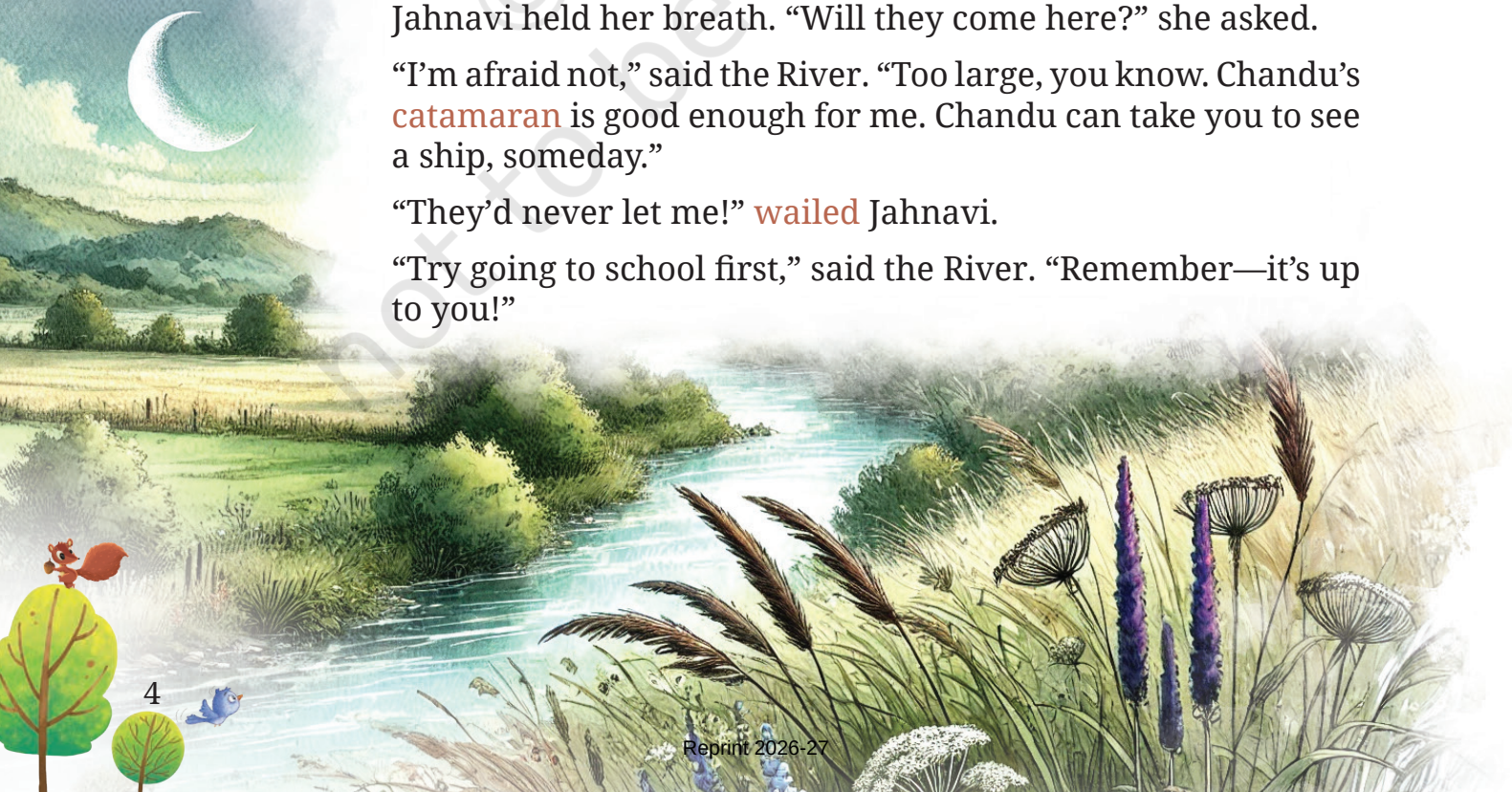
"Big boats," said the River, "so big that they can take hundreds of people, and they sail along the sea with lights that shine all night."

Jahnavi held her breath. "Will they come here?" she asked.

"I'm afraid not," said the River. "Too large, you know. Chandu's catamaran is good enough for me. Chandu can take you to see a ship, someday."

"They'd never let me!" wailed Jahnavi.

"Try going to school first," said the River. "Remember—it's up to you!"



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Jahnavi gathered courage. The next day she reached the school, panting and out of breath and stood by the door listening while the teacher read out the lesson. It was a story about a prince called Aśhoka, who became a great king. Little Appu had fallen asleep on her shoulder. She crept nearer and nearer till she was in the back row, squatting with the others on the earthen floor. Little Appu made no noise and she listened.

"Where did you spring from, little girl?" asked the teacher. "And what is your name? You're new in my class."

"She's Gopi's sister, Gopi is in the next class," said one of the boys. "It's Jahnavi," said another. "So, you're Gopi's little sister? Nice lad, Gopi."

"If you really, really want to come to my school, Jahnavi," the teacher had said, "we'll talk to your father about it. Don't you worry. We'll find a way."

Jahnavi saw the teacher walking up the steps to their gate the next evening when she was lighting the lamp. She could see her father scratching his cheek the way he did when he was worried and the teacher was nodding and saying something she couldn't make out. And Mother said, "Little Jahnavi, I shall miss you when you go to school. Girls should learn as much as they want. When I was your age, I wanted to go to school, but your grandmother said 'No', but now, I am glad the teacher came to talk to your father."

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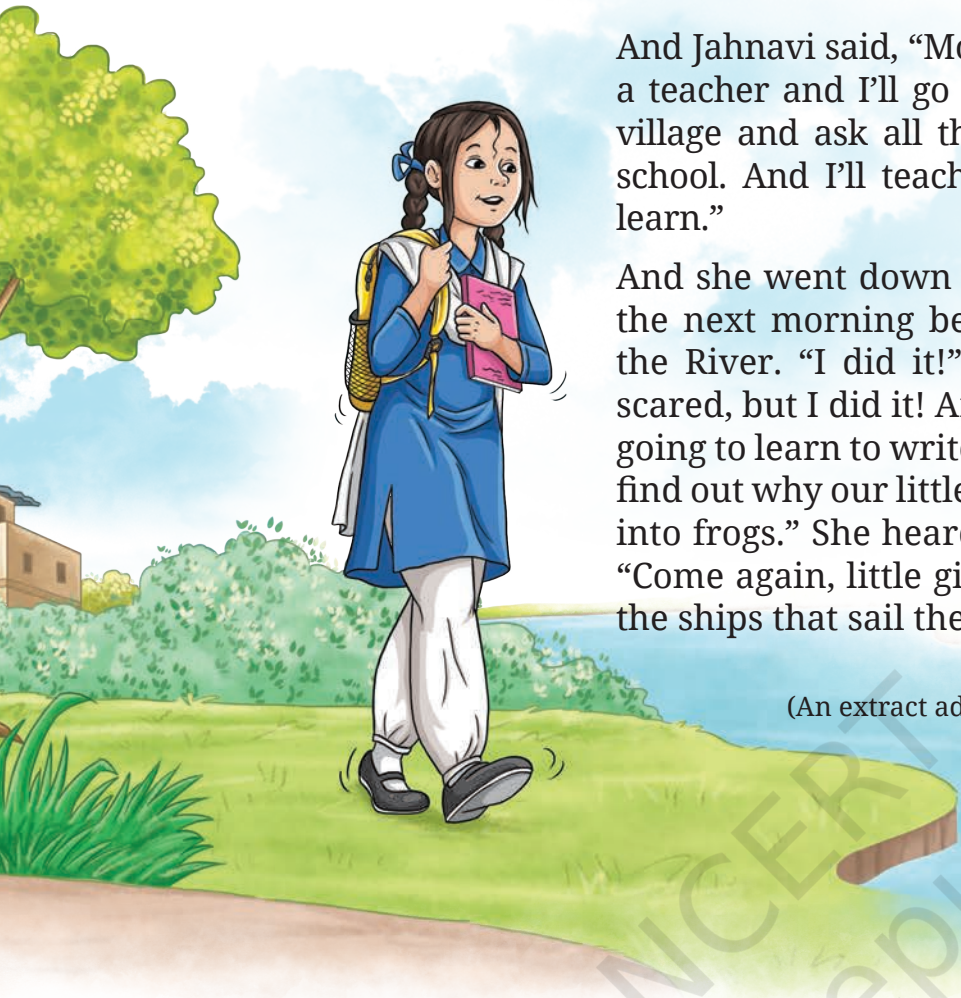

And Jahnavi said, “Mother, when I grow up, I’ll be a teacher and I’ll go from house to house in our village and ask all the little girls to come to my school. And I’ll teach them all that I’m going to learn.”

And she went down the path between the fields the next morning before school began, to meet the River. “I did it!” she told the River. “I was scared, but I did it! And they’re letting me go. I’m going to learn to write my name and do sums and find out why our little fishes in the rice fields turn into frogs.” She heard the river’s sleepy chuckle, “Come again, little girl, and I’ll tell you all about the ships that sail the sea.”

Kamala Nair

(An extract adapted from *The Day the River Spoke*)

Let us discuss

Complete the table given below with Jahnavi’s questions in Column 1 and the River’s answers in Column 2. Check your answers with the teacher.

Column 1	Column 2
...why the moon always comes from behind the hills...?	
	... little girls can do as much as little boys.
	Big boats, so big that they can take hundreds of people, and they sail along the sea with lights that shine all night.
Will they come here?	

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Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *"You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day." She was puzzled. It was such a voice, like the river. It couldn't be the river! "Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know."*

   (i) Complete the sentence with the correct option from those given in the brackets.

   The tone of the River in the given extract is _____. (assuring/sympathising)

   (ii) Select a phrase from the extract which shows that Jahnavi was a frequent visitor to the spot.

   (iii) Choose the correct option to complete the sentence.

   The use of an exclamation mark at the end of the line, 'It couldn't be the river!' expresses _____.

   A. excitement B. hesitation C. irritation D. disbelief

   (iv) Choose three qualities of the River highlighted in the extract from the words in the box given below.

   affectionate forgiving thoughtful impatient kind-hearted

2. *"Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."*

   "I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

   (i) Complete the sentence with an appropriate reason.

   According to the River, there was no difference between girls and boys because _____.

   (ii) Identify whether the following statement is **true** or **false**.

   The River encourages Jahnavi to have faith in herself and fulfill her desire to go to school.

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(iii) Choose the correct option to complete the sentence.

When the River suggests that Jahnavi should 'slip along', it means that she should move _____.

A. quickly B. casually C. quietly D. confidently

(iv) What does the repetition of the phrase *I couldn't*, tell us?

II Answer the following questions.

1. Why does the writer describe different aspects of nature in great detail at the beginning of the story? Why do you think the writer does this?
2. How did the River know so much about Jahnavi?
3. Jahnavi says, "And I'm so old now, they'll never let me go." What can you infer about Jahnavi and the school from this line?
4. Why did the River laugh when Jahnavi said she would be scared at school?
5. Why should Jahnavi follow the River's advice?
6. How does the conversation between Jahnavi and the River make the story more appealing?
7. What is the main message that the writer intends to convey?

Let us learn

I You have learnt that naming words are called nouns and only proper nouns begin with a capital letter. Why has the author used a capital letter for the 'River' even when it is a common noun? (Clue: Has the River been given qualities of a human being?)

II There are a few words related to sound in the text. Pick the words from the text and write them next to the correct definition.

1. made a high-pitched piercing sound
2. to cause liquid to strike or fall on something
3. a low continuous background noise
4. cry with loud uncontrollable gasps
5. to make a soft dry sound, like paper or leaves moving
6. took a short quick breath through the mouth due to surprise, pain or shock
7. shaking rapidly to make continuous short, sharp sounds

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8. making a lot of noise
9. made a long, high cry, usually because of pain or sadness

Now, fill in the blanks with suitable sound words from exercise (II).

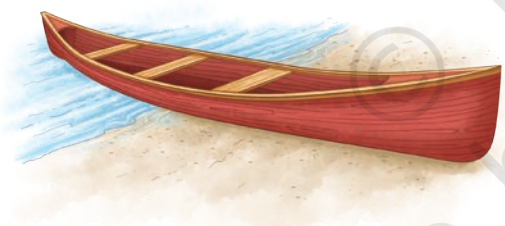
The classroom grew (i) _____ as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) _____, the children (iii) _____, wondering what comments awaited. Someone (iv) _____ in frustration, and the (v) _____of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) _____ with excitement.

III The word 'catamaran' is used in the text. The word originates from Tamil language '*kattu maram*' meaning 'tied wood'.

Find out the meanings of these words. From which Indian language these words were borrowed. An example has been given.

1. karma (Sanskrit)	2. sahib	3. chutney	4. guru
5. verandah	6. jungle	7. areca	8. palanquin

IV Chandu, the fisherman, has a catamaran that the River preferred to a ship. Given below are some boats that are used in different parts of our country.



1. canoe

2. catamaran

3. coracle

4. shikara

(i) Which one would you like to travel in?

(ii) Make a colourful drawing of a boat that you would like to travel in.

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V Solve the crossword puzzle based on words related to water transport.

						5. C				6. T
1. S										U
										G
	7. Y				2.	O		T		B
3. R										
	H									T
	T		4.				M	E	R	

Across

1. a large vessel used for transporting goods or passengers by sea
2. a small vessel for travelling on water, typically propelled by oars, sails, or an engine
3. a flat floating structure for travelling across water
4. a boat or ship driven by steam

Down

5. a small, light, narrow boat, pointed at both ends and moved using a paddle
6. a boat with a powerful engine which can change direction easily and is used to pull large ships into and out of port
7. a boat with sails and sometimes an engine, used for either racing or travelling for pleasure, rhymes with 'cot'

VI Read the highlighted words in the following lines from the text.

"She goes down **towards** the sea. I've seen her; she always takes the same way—**over** the mountains and **down** to the sea, like me!"

Prepositions are words that indicate the relationship between nouns or pronouns and other elements in a sentence. They show direction, location, time or logical relationships between ideas.

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Now, fill in the blanks with suitable prepositions given within the brackets.

Jahnavi takes the River's advice and goes to school. On her first day 1. _____ (at/in/on) school, Jahnavi stood nervously 2. _____ (in/outside/above) the gate, clutching her bag close to her. The bell rang and she hurried 3. _____ (outside/through/inside) the bustling classroom. She found a seat 4. _____ (among/between/from) two friendly classmates. The teacher greeted them warmly and started the lesson 5. _____ (about/in/for) numbers. Jahnavi listened attentively, feeling excited 6. _____ (at/about/for) the new adventure ahead.

VII Read the highlighted words in the following sentence from the text.

A kingfisher swept **down**, its wings an arrow of blue in the sunlight.

Words like **on, off, up, down** can function both as preposition and as adverb.

For example:

- *She ran* **up** *the stairs. (preposition)*

- *She rang me* **up**. *(adverb)*

Remember, a preposition will always be followed by an object (noun) whereas an adverb will tell you more about the action (verb).

Fill in the blanks with prepositions or adverbs.

1. The cat jumped _____ the table. (preposition)
2. The children played _____ until dark. (adverb)
3. She quickly ran _____ the park. (preposition)

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4. The helicopter was hovering _____. (adverb)
5. We were just walking _____, chatting. (adverb)
6. After thoroughly wiping his shoes, he stepped _____. (adverb)
7. She drove slowly _____ the sharp curve. (preposition)
8. He placed the keys _____ the mat before leaving. (preposition)

Let us listen

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need. (Transcript for the teacher on pg. 39)

lawyer	desks	homemaker	principal	posters
newspapers	marriage	advertisements	careers	books

II You will once again listen to the five speakers. As you listen, match each statement 1–7 to each speaker (i)–(v). There are two statements that you do not need.

Statements	Speaker No.
1. Promotes active participation for all in school activities	
2. Comments on how school makes learning Mathematics joyful	
3. Believes in the power of education that leads to freedom of choice	
4. Shares that school also means companionship	
5. Understands that boys and girls have different abilities	
6. Persuades the parent to grant permission to attend school	
7. Believes that learning skills is not gender-based	

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Let us speak

I Read the sentence given below.

"Dear, dear! What's the matter? ... You shouldn't cry, you know. And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

The River spoke to Jahnavi in a 'sleepy' voice. Work in pairs and take turns to speak the same sentence in 'other' voices. Some hints are given below.

happy surprised angry scared sad worried

II Janhavi asks the River for advice and the River gives advice. Read the given situations and work in pairs to **ask for and give advice.** Take turns to change your roles. Use the prompts given below.

1. Situation (i) : You wish to play football at school but it has an all-boys' team only.
2. Situation (ii) : You have been unable to score well in Mathematics due to nervousness during exams.
3. Situation (iii) : You really enjoy music classes but do not get enough time to practise for it.
4. Situation (iv) : You cannot see the blackboard clearly from the last bench.

Asking for advice

- _____ problem _____. What do you think I should do?
- _____problem _____. Do you think I should...?
- _____ problem _____. What would you do in my position?
- _____ problem _____. I'd appreciate your advice on this issue.

Giving advice

- I think you should...
- Why don't you...?
- The best thing to do is...
- If I were you, I would / wouldn't...

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Let us write

Observing Nature

Take some time to observe the world around you. Over the next few days, pay attention to the colours, shapes, patterns, and textures found in nature. Look closely at the plants, trees, flowers, birds, and even the sky. Make detailed notes of what you observe, focusing on textures, movements, and how light plays with these elements. Record your observations in detail and the features that draw your attention the most—whether it's the soft ripple of water, the vibrant flutter of a butterfly or the colour of the birds or flowers.

Now, write a descriptive paragraph based on what you've observed. Highlight the colours, shapes, textures, and unique details that made an impression on you.

Give a title to your paragraph.

Ideas	Prompts
• What do you observe?	• Every day, I see... • I find it very interesting that...
• How do you feel? Why?	• I like... because... • I feel... as...
• What is your message to everyone around you?	• I want to tell you that... • My advice to all is...

Let us explore

I Discuss why rivers in India are considered to be sacred and most of them are referred to as female. Some rivers are referred to as male, for example, the Brahmaputra and the Sone.

II Whole Class Activity

1. India is a multilingual country, and many of us can speak two to three languages easily. Make a list of the languages that everyone in the class can speak and display it on a chart paper in the classroom.
2. In which language do you enjoy reading and learning the most?

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III Read the poster given below and answer the questions that follow.

1. What are the things you can observe in the poster?
2. Why do you think the girls look happy?
3. Dignity means 'self-respect'. What is the relation between 'dignity' and 'happiness' ?
4. How does a Nation prosper when its daughters are happy?

IV The Government has launched many schemes for the education of the girl child. Some of them are 'Beti Bachao Beti Padhao', 'Balika Samridhi Yojana', 'Samagra Shiksha Scheme–Kasturba Gandhi Balika Vidyalayas', etc.

Find out more such schemes from the internet or from your teacher and spread awareness in your neighbourhood.

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Try Again

Let us do these activities before we read.

I Who inspires you to do your best?

II Work in pairs, identify what you see in the pictures given below. What can we learn from them? Share your answers with your classmates and the teacher.

1.

2.

3.

4.

5.

6.

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Let us read

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.

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It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Its head grew steady — again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time."

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo, bravo!" the King cried out,
"All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

Eliza Cook

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Let us discuss

I Complete the summary of the poem by filling in the blanks with suitable words from the text given in the box below. Share your answers with the teacher. An example has been given.

tried	mounted	despair	attempts	great
conquered	low	strive		

The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. _____ after failing multiple times to achieve something 2. _____ for his people. In a moment of 3. _____, he observed a spider trying to reach its web high above. The spider 4. _____ every time it fell after getting close to its goal. It made nine 5. _____ and finally succeeded. The king said that the spider had 6. _____ and so would he. Inspired by the spider's determination, King Bruce decided to 7. _____. When he 8. _____ this time, he ultimately succeeded.

II Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.
2. The central idea of the poem is _____.

III Pick three examples from the poem for each of the following:

1. lines that describe the spider's efforts
2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

IV Why does the poet repeat the following words or phrases in the poem?

tried and tried; steadily, steadily; up, up

V Fill in the blanks by choosing the correct answer from within the brackets.

1. The rhyme scheme of the poem is _____. (AABB/ABBA/ABAB)
2. 'Bravo' is an example of _____. (conjunction/interjection/adjective)
3. The poet uses 'twas and 'tis for the sake of _____. (rhythm/rhyme/contraction)

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VI The spider's climbing is compared to King Bruce's own struggles. Just as the spider repeatedly attempts to reach its web, Bruce is trying to achieve a great deed for his people. This poetic device is called **metaphor**. It strengthens the poem's message about perseverance—keep trying till we succeed.

A **metaphor** is a figure of speech that involves an implied comparison between two unlike things without using 'like', 'as', or 'as...as'. It suggests that one thing is another, highlighting similarities between them to add deeper meaning or understanding.

1. Read the following sentences and identify metaphors and similes. Write **M** for metaphor and **S** for simile.

(i) He ran as fast as a cheetah. ☐

(ii) The world is a stage. ☐

(iii) The night was as dark as coal. ☐

(iv) He sang like an angel. ☐

(v) Her voice was music to his ears. ☐

(vi) The classroom was a zoo. ☐

(vii) The baby slept like a log. ☐

(viii) Her smile was as bright as the sun. ☐

(ix) The lake was a mirror, reflecting the sky. ☐

2. Read the following sentences and transform the similes to metaphors and metaphors to similes. Two examples have been given.

(i) Knowledge spreads like the branches of a mighty tree.

Knowledge is a spreading branch of a mighty tree.

(ii) His courage was a beacon, guiding us through the storm.

- *His courage was as bright as a beacon guiding us through the storm.*
- *His courage was like a beacon guiding us through the storm.*

(iii) The book was a treasure chest, filled with endless adventures.

(iv) Her laughter was a melody that brightened the darkest days.

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(v) The mountain stood as a guard, watching over the valley below.

(vi) The night was like a velvet cloak, wrapping the world in mystery.

(vii) Her thoughts were like butterflies in a summer meadow.

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He flung himself down in low despair,*
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;

(i) Select the phrase which shows the physical expression of the King's emotional state.

(ii) Why does the poet use the word 'low' before despair?

(iii) Choose the correct option to complete the sentence.

In the line, 'And after a while he pondered there', the word 'pondered' means _____.

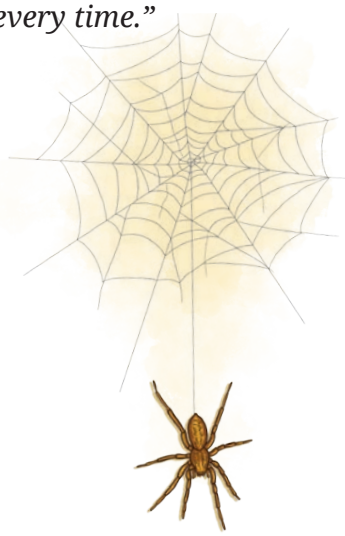
A. paused B. thought C. noticed D. rested

(iv) Choose the correct option from the words given in the brackets.

The phrase 'silken filmy clue' creates an image of something that is _____ (long and light/very delicate and soft).

2. *"...when it toils so hard to reach and cling, And tumbles every time."*

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?



(i) Choose the correct option to complete the analogy.

toil: hard::_____: _____

A. roll: tumble B. tumble: circle

C. compress: roll D. jump: tumble

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(ii) List any two characteristics of the spider highlighted in the line, 'But up the insect went once more'.

(iii) Choose the correct option to complete the sentence.

The expression 'Ah me!' in the extract indicates a sense of _____.

A. happiness B. stress

C. relief D. loneliness

(iv) Complete the sentence with an appropriate reason.

Readers are able to relate to this extract because _____.

II Answer the following questions.

1. How does the first stanza help in setting the mood of the poem?
2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.
3. The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?
4. How does the spider inspire us to overcome despair and not give up?
5. The poem teaches us that failures are stepping stones to success. Explain.
6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.

Let us learn

I Write the opposites of the following words taken from the poem.

1. up x _____
2. fast x _____
3. glad x _____
4. win x _____
5. succeed x _____

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II Choose the correct meaning of the underlined words in the following sentences from the box given below. Frame sentences of your own for these words.

1. work very hard and/or for a long time
2. prepared themselves for something difficult
3. an attempt to do something new or difficult
4. to try very hard to achieve something

(i) Please make every endeavour to arrive on time.

(ii) Ants toil tirelessly to save food for rainy season.

(iii) We encourage all students to strive to do their best.

(iv) The sailors braced themselves against the strong wind.

III The poem uses words that show distance.

For example:

a long way up, inch by inch, higher and higher, half-yard higher

Classify the words or phrases in the box given below based on the distance (far or near) and write in the space provided. You may take the help of a dictionary.

proximity	middle of nowhere	vicinity	adjacent
remoteness	yonder	afar	a stone's throw
light year	hairline	farther	

Far	Near

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IV Read the following line from the poem.

'Twas a delicate thread it had to tread,

Now repeat the lines five to six times. Are you able to say it clearly? Create more tongue twisters of your own.

Let us listen

I You will listen to a story about an ant. Read the questions given below and **before you listen**, guess the answers to these questions. (Transcript for the teacher on pg. 40)

1. What was the ant known for?
   (i) determination (ii) strength (iii) wisdom
2. Why was the ant unable to take the *roti* home?
   (i) It was stuck under a rock.
   (ii) It was too heavy to carry.
   (iii) It was pulled by other ants.
3. What was the bird doing?
   (i) playing with the ant
   (ii) searching for food
   (iii) picking up leaves
4. How did the bird make the ant feel?
   (i) proud (ii) inspired (iii) relaxed
5. How did the fellow ants help?
   (i) by advising the ant continuously
   (ii) by standing still near the ant
   (iii) by joining the ant in her efforts

II Now, listen to the story once again and as you listen, check whether your answers are correct.

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Let us speak

Narrate a personal experience about a time when you were motivated by someone or something to carry on and never give up. Your perseverance helped you.

Use the following sentence prompts as a guide for your narration. Use as per your topic.

1. Introduction:
   - I remember a time when I felt like giving up. It was when...
   - There was a moment in my life when I faced a big challenge. It happened when...
2. Describe the challenge:
   - The challenge I faced was...
   - I was struggling with...
   - The problem seemed too big because...
3. Feeling disheartened:
   - At first, I felt discouraged and thought about giving up because...
   - I didn't think I could succeed because...
   - I felt upset and wanted to leave because...
4. The source of motivation:
   - But then, I saw/heard/read about...
   - Someone/something inspired me to keep going. It was...
   - I remembered the poem... do not quit...
5. Taking action:
   - After feeling inspired, I decided to...
   - I gathered my strength and...
   - With a new sense of willpower, I...
   - I asked for help from...
6. The result:
   - In the end, I was able to...
   - Thanks to standing firm and never giving up, I achieved...
   - I felt proud because...
   - It was worth it because...
7. Reflection:
   - This experience taught me that...
   - I learned that perseverance is the key to success...
   - Now, I always remember to...
   - The lesson I learnt from this is...

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Let us write

King Bruce was inspired by the spider that kept on trying till it was successful. Think about the steps you can take to overcome a difficult situation and write them down.

Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise **not to quit** and persevere.

Remember to use transition words like 'To begin with...,' 'Next...,' 'After that...,' 'Then...,' 'Finally...,' to share the steps of your plan.

You may begin this way:

20, Rajendra Nagar
Jeevanpur

23 August 20XX

Dear Monika,
Thank you for your letter asking me about...

You may end this way:

Yours affectionately,
Deepa

Let us explore

I Collect folk songs in your own language that connect us with nature and compile them as a class project.

II Did you know that spiders are not insects? They belong to a group called the arachnids. Observe a spider and an ant from a distance and note down the differences between them. Share your observations with your classmates. Ask your Science teacher for more information to know about spiders better.

III Let us learn how to weave a spider web.

1. Take three sticks (each about eight inches long) and a roll of old wool.
2. Tie the sticks together in the centre with the wool (Fig. 1).
3. Start weaving the web by putting a loop around every stick (Figs. 2 and 3).

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4. Complete the web and tie the thread in a knot on the stick where the web is complete (Fig. 4).

Now, decorate it with words and phrases you learnt about the spider in the poem or anything else that you like.

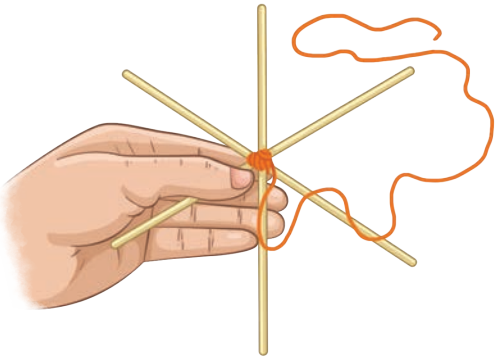

Fig. 1

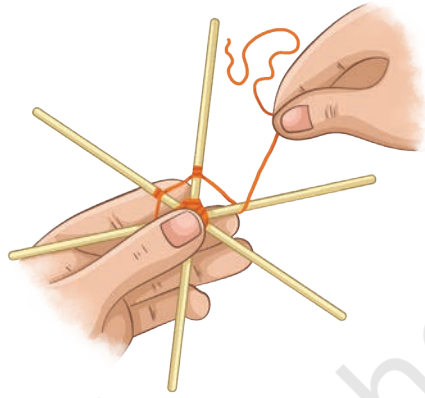

Fig. 2

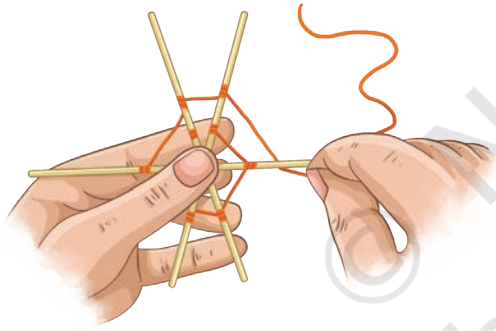

Fig. 3

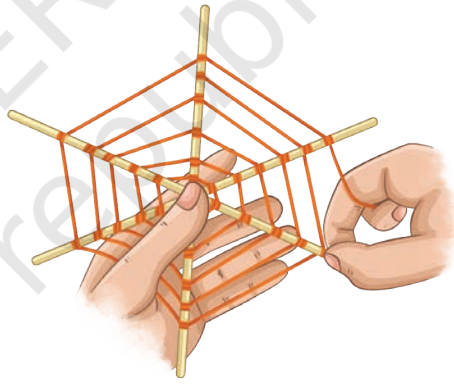

Fig. 4

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Three Days to See

Let us do these activities before we read.

I Work in pairs. Recall a visit to a place that you liked. Discuss the details of that place and write about the following:

1. Name of the place
2. The person(s) you went with
3. The things that you could:
   - see
   - listen
   - smell
   - taste
   - touch and feel

II How does this memory make you feel?

III Do you think your visit/experience would be different if you could not see or hear? Share your answers with your classmates and the teacher.

Did you know that our five senses are essential for us to experience and make sense of the world around us?

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Let us read

I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that 'window of the soul', the eye.

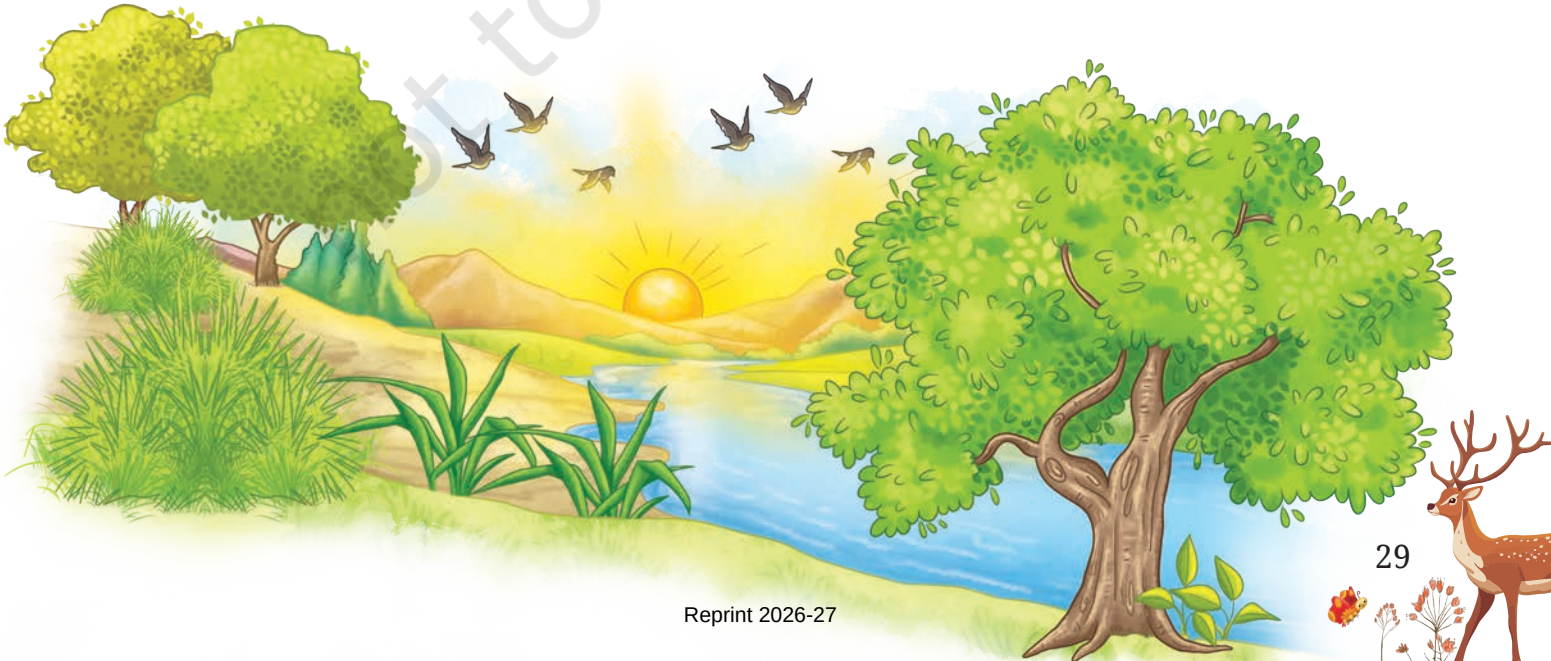
I can only 'see' through my fingertips the outline of a face. I can detect laughter, sorrow and other obvious emotions. I know my friends from the feel of their faces.

symmetry: evenness

birch: a slender tree with thin peeling bark

shaggy: hairy

quiver: shiver



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behold: see

panorama: scene

glimpse: brief look

pageant: display

condensed: brief

carcasses: remains

mastodons: a large animal similar to an elephant, but with fur

stature: physique, build

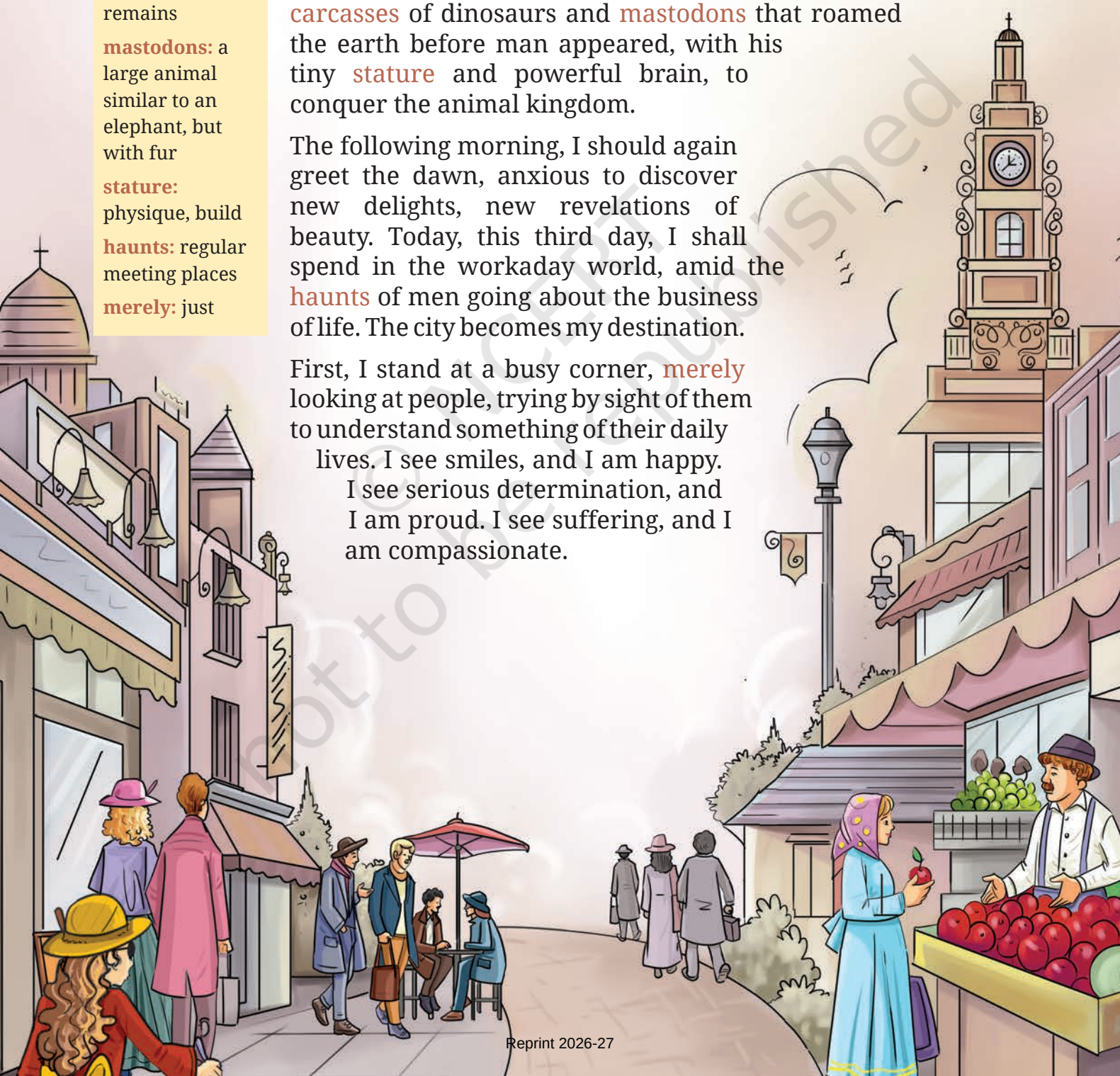
haunts: regular meeting places

merely: just

The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums. There my eyes would see the condensed history of the earth—animals and the races of men pictured in their native environment; gigantic carcasses of dinosaurs and mastodons that roamed the earth before man appeared, with his tiny stature and powerful brain, to conquer the animal kingdom.

The following morning, I should again greet the dawn, anxious to discover new delights, new revelations of beauty. Today, this third day, I shall spend in the workaday world, amid the haunts of men going about the business of life. The city becomes my destination.

First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their daily lives. I see smiles, and I am happy. I see serious determination, and I am proud. I see suffering, and I am compassionate.



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At midnight, permanent night would close in on me again. Naturally in those three short days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realise how much I had left unseen.

I who am blind can give one hint to those who can see: use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to your other senses. Hear the music of voice, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty, which the world reveals to you through the several means of contact, which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

Helen Keller

strains: tunes

tactile sense: sense of touch

morsel: a small piece of food

facets: aspects

Let us discuss

I Work in pairs. Identify the statements that are **true** from the ones given below. Share your answers with the teacher.

1. The author expresses a deep longing to experience the world through the sense of hearing.
2. The author would like exploring the city only to observe how people are suffering.
3. The author would spend the first day seeing the people whose kind-heartedness and friendship have enriched her life.
4. The author acknowledges that even in three days, she would not be able to see everything.
5. The author feels that everyone can find the greatest joy merely by the sense of touch.
6. The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.
7. On the third day, the author would like to observe people in their daily lives and understand their experiences.

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II Complete the table given below with what Helen Keller wanted to do on the three days if she had sight.

Day 1	Day 2	Day 3
see the people, know her friends from the feel of their faces, ...	arise with the dawn, ...	

III The author says that you need eyes to be able to 'see' the true self of a person. Therefore, she refers to the eye as 'window of the soul'. How is the narrator able to understand the feelings of a person?

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.*

   (i) What does the 'delicate symmetry of a leaf' symbolise?

   (ii) List two phrases from the extract that describe the texture of objects in nature.

   (iii) Complete the sentence appropriately.

   The phrase 'awakening Nature after her winter's sleep' refers to _____.

   (iv) What is the tone of the writer in this extract?

   A. nostalgic B. proud

   C. admiring D. celebratory

2. *The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums.*

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(i) The word ‘thrilling’ has been used with ‘miracle’.

Which of the following words does **not** match with the word ‘thrilling’?

A. experience B. tale C. knowledge D. adventure

(ii) Why does the writer refer to the earth as ‘sleeping earth’?

(iii) Complete the sentence with an appropriate reason.

The writer wishes to dedicate the day to a brief look at the present and past world because _____.

(iv) Why does the writer use ‘should’ multiple times in the extract?

II Answer the following questions.

1. The sense of touch makes up for the loss of sight and hearing. Explain this statement with reference to the text.
2. Why does the author believe that the sense of sight is the most wonderful?
3. How might the author’s opinion on making the most of our senses guide us to be kinder towards people with special abilities?
4. What is the significance of imagining the loss of a sense, according to the author?
5. How does the author encourage people to approach their everyday sensory experiences?
6. What do the author’s choices for the three days tell us about her values and priorities?

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Let us learn

I **Sensory words** are descriptive—they describe how we experience the world: how we see, hear, smell, taste or feel something.

Complete the following table with sensory words from the text in Column 2 for the five senses in Column 1. Add new words in Column 3.

Column 1	Column 2	Column 3
What you see	panorama	
What you hear	music	
What you smell	perfume	
What you taste	relish	
What you feel	rough	

II Read the following sentences from the text and underline the verbs.

- *I should divide the period into three parts.*
- *On the first day, I should want to see...*
- *The next day I should arise with the dawn...*
- *I should behold with awe...*

The words you have underlined are a combination of two verbs. In each of these sentences, 'should' is the modal verb (suggestion), and the second verb (divide, want, arise, behold) is the main verb.

Modal verbs are auxiliary verbs that express necessity, possibility, permission, or ability. They are used before the main verb to give additional information about the function of the main verb. Common modal verbs include can, could, may, might, shall, should, will, would, must, and ought to.

III Identify the modal verbs in the following sentences. Choose the functions they express from those given in the box below.

possibility necessity polite request ability moral obligation

1. You can learn a lot from this experience.
2. They might arrive late due to traffic.

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3. She must finish her homework before dinner.
4. They ought to apologise for their mistake.
5. He would like to have some *lassi*, please.

IV Read the situations in Column 1 and functions in Column 2. Fill in the blanks in the sentences in Column 4 with appropriate modal verbs from Column 3. After filling in the blanks, explain the function of each modal verb you used to your classmates and the teacher.

Column 1	Column 2	Column 3	Column 4
1. You want to leave work early.	permission	can, could, may, might, must, ought to, shall, should, will, would	(i) _____ I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow.	obligation		(ii) I _____ finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	advice		(iii) You _____ consider all the pros and cons before making a decision.
4. There are dark clouds in the sky.	possibility		(iv) It _____ rain later today.
5. Asking someone to pass the salt at the dinner table	polite request		(v) _____ you pass the salt, please?
6. Advising someone to apologise for a mistake	moral obligation		(vi) You _____ apologise for the mistake you made.
7. Deciding where to go for picnic	suggestion		(vii) We _____ go to any park nearby for picnic.

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Let us listen

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1–7 given below. (Transcript for the teacher on pg. 41)

Statements	True or False
1. Anuj finds the concept of Braille fascinating and wants to learn more about it.	_____
2. Mother is unsure of the school's efforts to include students with visual impairment.	_____
3. Anuj initially thinks that Digital India is only about learning how to use computers.	_____
4. Mother believes that screen readers are very effective for persons who are visually impaired.	_____
5. Anuj already knew that persons who are visually impaired can use computers and smartphones.	_____
6. Anuj wants to know about the effectiveness of assistive technologies for persons who are visually impaired.	_____
7. Mother believes a right mindset is the best support for persons who are visually impaired.	_____

Let us speak

Work in pairs. Take turns to speak for a minute on any one of the senses you value the most. Use the given prompts to frame your response before you speak.

- I value my sense of sight/ sound/ touch/ smell / taste the most because...
- One of my favourite experiences is...
- This is so because...
- I appreciate being able to see/ hear/touch/ smell/ taste...
- God forbid, if I were to lose the sense of sight/ sound/ touch/ smell / taste, it would make me feel...
- I would not be able to...
- I thank God that I am able to see/ hear/ touch/ smell / taste.

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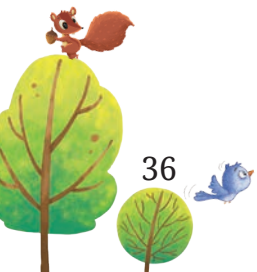

Remember to

- speak clearly and confidently
- glance at your notes for reference rather than reading
- make eye contact
- use gestures if you wish to
- pronounce words clearly and avoid mumbling
- speak at a steady, moderate pace

Let us write

A **descriptive paragraph** describes a person, place, object or event to create a memorable experience for the reader. Write a descriptive paragraph describing a place that you visited recently.

Follow the guidelines given below to draft this paragraph.

1. In the opening line, begin with something interesting to capture the reader's attention. Introduce the place you visited.
2. In the supporting lines, describe the place using adjectives and specific details that appealed to your five senses—sight, sound, smell, taste, and touch. You may include alliterations, similes, and personifications to hold the reader's attention.
3. In the concluding lines, summarise the description to provide a final impression. Mention what was the most important thing about that place which others should also experience.

Let us explore

I Do you know how persons with visual challenges are able to read and write? They read through touch with the help of Braille, a code of raised dots that represents the letters of the alphabet. This tactile code was developed over a period of nine years by Louis Braille, who became blind at a very young age due to an accident.

Louis Braille
(Courtesy FMT)

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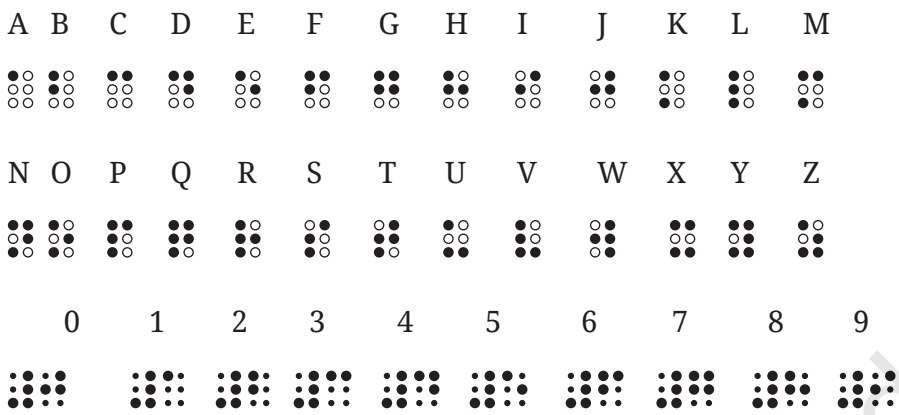
Study the code given below and write your name using it. You may use bindis or grains of *daal* to make the dots that you can touch and feel.



II Have you heard about the International Day of Persons with Disabilities? Find out when and how it is observed in India. Write your findings on a sheet and put it up on the class board.

III Do you want to know about sign language? Go to the link given below to learn about the Indian sign language.

https://ncert.nic.in/pdf/accessibility/ISL_200word_v15.pdf

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TRANSCRIPTS

The Day the River Spoke

Let us listen *(refer to page 12)*

I Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need.

Speaker (i): (Father) Should girls attend school? Yes, they should. I do my best to ensure that both my son and daughter get equal opportunities. I look forward to their successful careers and rewarding lives. I feel education gives freedom to make choices in life. Whether my daughter wants to work in an organisation or be a homemaker, it should be her choice and the same applies to my son.

Speaker (ii): (Grandmother) I went to school but many girls at that time could not attend school because some elders in the village felt that girls should help in the house and take care of their little brothers and sisters. I am happy that the situation has changed today.

Speaker (iii): (Teacher) The school prepares students for meaningful and useful participation in the world of work by learning hands-on abilities and skills, developing equal respect for head-hands-heart, valuing the dignity of labour, and understanding vocational choices for the future.

Speaker (iv): (Student) I like to go to school. I feel that by coming to school and reading the books, I learn about things from all over the world. I also have friends with whom I can share my feelings.

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Speaker (v): (Principal) Everyone should attend school. You must've noticed that the girls are doing very well. However, as the Head of an institution, I know that all students can work hard. My message to students is that they should attend school regularly and take part in every school activity without bothering whether it is for girls or boys. The idea is to focus on learning.

II You will once again listen to the five speakers. As you listen, match each statement 1–7 to each speaker (i)–(v). There are two statements that you do not need.

Try Again

Let us listen *(refer to page 24)*

1. You will listen to a story about an ant. Read the questions given below and **before you listen,** guess the answers to these questions.

   Hello everyone,
   I'm sure you have enjoyed learning about King Bruce and the spider. Let me share another story with you.

In a thick green forest, there lived a little ant. She was known for her determination and never-give-up attitude. One sunny day, the ant found a delicious piece of *roti* that was too big for her to carry alone.

"This crumb is huge, but I must get it back to the anthill. My family will be so happy!" she thought to herself.

She tried to lift the crumb with all her might, but it was too heavy. She tried pushing it, pulling it and even rolling it, but nothing seemed to work. Exhausted and saddened, she sat down and began to cry.

As the ant sat there, feeling beaten, she noticed a small bird nearby. The bird was trying to build a nest. It picked up twigs and leaves, but every time it tried to place them, the wind would blow them away. However, the bird did not give up. It kept trying, over and over again, until finally, it managed to build a strong nest.

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"If that bird can keep trying and succeed, then I shouldn't give up either," she thought, feeling inspired.

Determined once more, the ant gathered all her strength and decided to try again. She called her fellow ants for help. Together, they formed a chain and lifted the crumb with their combined strength. Slowly but surely, they carried the crumb back to the anthill.

"We did it! Thank you, everyone! We showed that with teamwork and never giving up, we can achieve anything!" the ant shouted, excited and grateful.

She and her friends celebrated their success.

We too should learn this lesson from the ant's experience—never give up, no matter how difficult the situation may seem.

Hope you all liked the story.

Thank you!

2. Now, listen to the story once again and as you listen, check whether your answers are correct. Rectify wherever needed.

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Three Days to See

Let us listen *(refer to page 36)*

You will listen to a conversation between a mother and son. As you listen, select four **true** statements from 1–7 given below.

Anuj : Ma, we have a new student in our class, Tara. She's quite talkative and pleasant. You know, the writing in her books doesn't look like ours. It's different. She told us that it's called Braille.

Mother : It's great to know that your school has facilities to address the needs of the visually impaired. Thanks to the Digital India Initiative, which is paving the way for inclusion of the visually impaired.

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ANUJ : Oh, Digital India! That's about being computer literate, isn't it?

MOTHER : Well, Digital India is about more than just internet access. It aims to include everyone, including people with disabilities, by providing digital infrastructure and services. For the visually impaired, it means access to assistive technologies like screen readers, voice-over-enabled smartphones and apps that can make daily activities easier.

ANUJ : Ohh... interesting. What is a screen reader, Ma?

MOTHER : I knew you'd ask about it! Well, a screen reader is a software application that helps people who are visually impaired use computers and smartphones. It reads out the text displayed on the screen and provides audio feedback.

ANUJ : That's amazing! So, Tara can use a computer just like we do?

MOTHER : Yes, she can.

ANUJ : So, it makes a big difference in their daily lives.

MOTHER : It certainly does. It ensures that people who are visually impaired can use digital services independently, without help from others. This can improve their quality of life. It also opens up more job opportunities in fields like IT, banking, and more, where they can work just efficiently like anybody else.

ANUJ : Wow! So that means people who are visually impaired can work and do things on their own? I'm so proud of my school.

MOTHER : Yes, and this way, we can ensure that the benefits of Digital India reach everyone, helping them to participate fully in all areas of life.

Remember, inclusion is not just about having the right tools, but also about having the right mindset.

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UNIT 2

WIT AND HUMOUR

0773CH02

ANIMALS, BIRDS, AND DR. DOLITTLE

Let us do these activities before we read.

I Do you have a pet or a domestic animal? If yes, why? If not, why not? How do people usually spend time with a pet or domestic animal? Share your thoughts with your classmates and the teacher.

II You must have read stories where animals and birds talk. If you had a chance to communicate with an animal or a bird, who would you like to speak to and why? Share your thoughts with your classmates and the teacher.

III If we closely observe the body language of animals and birds, we can understand what they want to tell us. Work in pairs and study the pictures given below. Find out what emotions these animals and birds are trying to convey. Share your observations with your classmates and the teacher.

1.

2.

3.

4.

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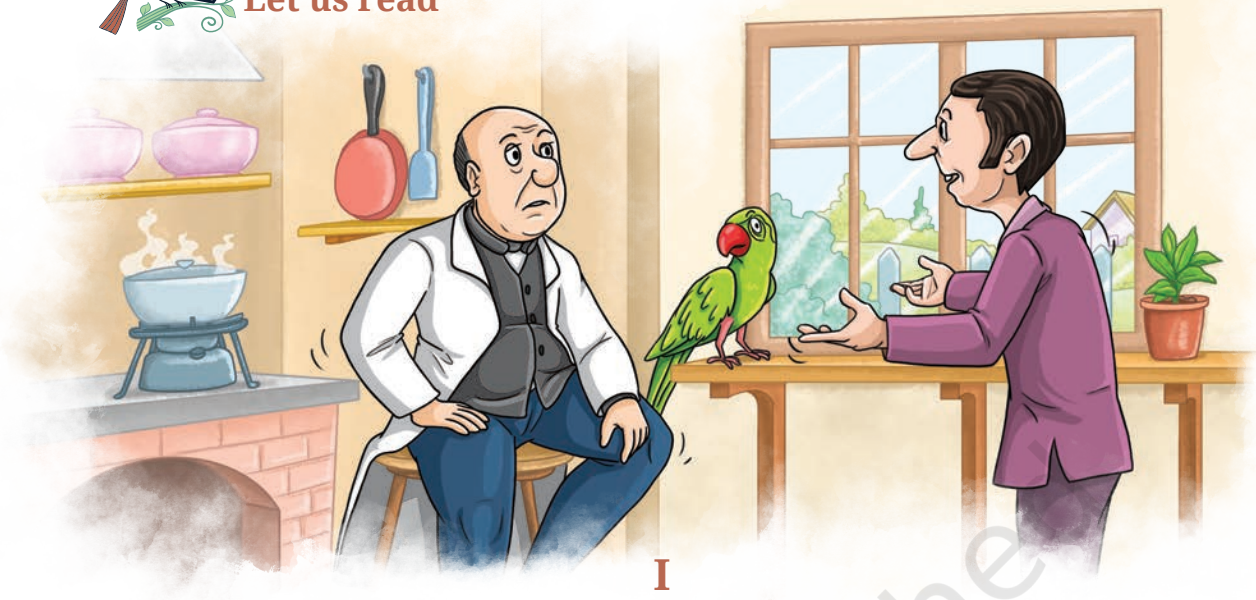
Let us read



I

Doctor Dolittle was sitting in his kitchen talking with the Cat's-food-Man who had come to see him with a stomach-ache.

"Why don't you give up being a people's doctor, and be an animal doctor?" asked the Cat's-food-Man.

The parrot, Polynesia, was sitting in the window looking out at the rain and singing a sailor song to herself. She stopped singing and started to listen.

"You see, Doctor," the Cat's-food-Man went on, "you know all about animals—much more than what these vets here do. That book you wrote—about cats, why, it's wonderful! I can't read or write myself—my wife, Theodosia, is a scholar, and she read your book to me. You might have been a cat yourself. You know the way they think."

scholar: a learned person

When the Cat's-food-Man had gone the parrot flew off the window on to the Doctor's table and said, "That man's got sense. That's what you ought to do. Be an animal doctor. Give the silly people up—if they haven't brains enough to see you're the best doctor in the world. Take care of animals instead—they'll soon find it out. Be an animal doctor."

"Oh, there are plenty of animal doctors," said John Dolittle, putting the flowerpots outside on the windowsill to get the rain.

"Yes, there are plenty," said Polynesia. "But none of them are

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any good at all. Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?"

"I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages—people's language and bird language," said Polynesia proudly. "If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?'—in bird language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the drawer and came back with a book and a pencil. "Now don't go too fast—and I'll write it down. This is interesting—very interesting—something quite new. Give me the Birds' A.B.C. first—slowly now."

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon, while it was raining, Polynesia sat on the kitchen table giving him bird words to put down in the book.

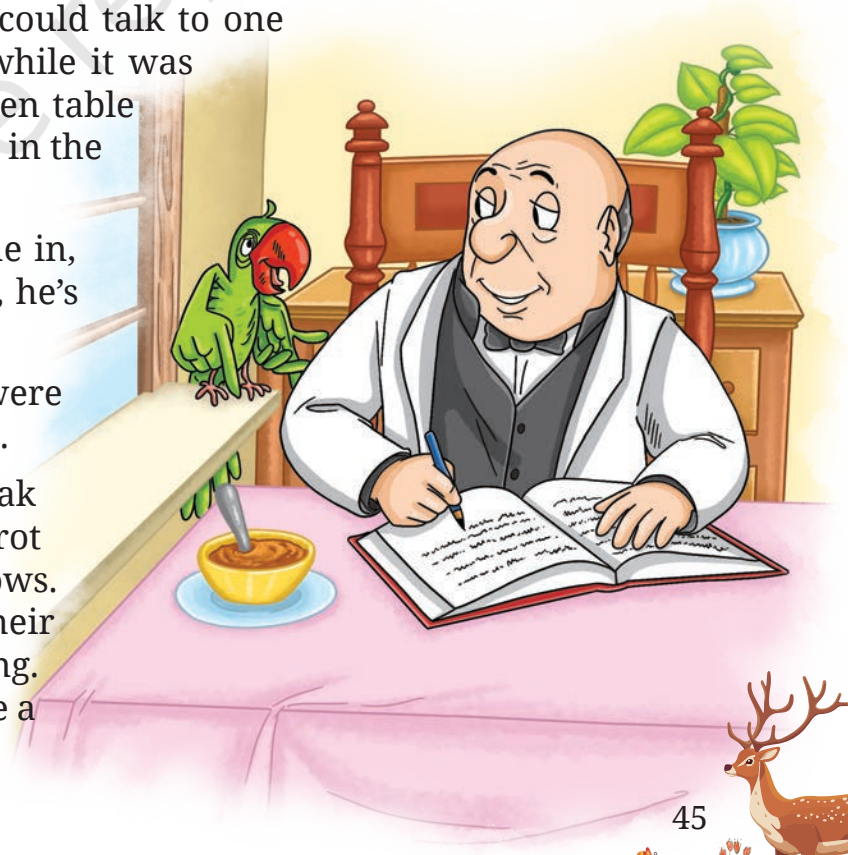
At teatime, when the dog, Jip, came in, the parrot said to the Doctor, "See, he's talking to you."

"Looks to me as though he were scratching his ear," said the Doctor.

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails—with everything. Sometimes they don't want to make a

cracker: a thin, dry biscuit usually eaten with cheese

Birds' A.B.C.: (here) the language that birds speak



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noise. Do you see now the way he's twitching up one side of his nose?"

"What's that mean?" asked the Doctor.

"That means, 'Can't you see that it has stopped raining?'" Polynesia answered. "He is asking you a question. Dogs nearly always use their noses for asking questions."

After a while, with the parrot's help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether.

Let us discuss

I Complete the following sentence by selecting a suitable reason.

The Cat's-food-Man suggests to Doctor Dolittle that he should become an animal doctor because he believes that Dolittle _____.

1. earns less fee by treating human patients
2. enjoys the company of animals as they speak less
3. dislikes spending time with human patients
4. knows more about animals than the local veterinarians

II Fill in the blanks by choosing the suitable option given in the brackets.

Doctor Dolittle reacts to Polynesia's information about animal languages with both excitement and _____ (certainty/curiosity). He rushes to _____ (write/memorise) the bird words she provides and is interested in learning more.

III Do you think Doctor Dolittle would be famous as an animal doctor? If yes, why? If not, why not?

II

As soon as the Cat's-food-Man had told everyone that John Dolittle was going to become an animal doctor, old ladies began to bring him their pet pugs and poodles who had eaten too much cake; and farmers came many miles to show him sick cows and sheep.

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One day a plough horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse language.

"You know, Doctor," said the horse, "that vet over the hill knows nothing at all. He has been treating me six weeks now—for something or the other. What I need is spectacles. I am going blind in one eye. There's no reason why horses shouldn't wear glasses, the same as people. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him, but he couldn't understand a word of horse language. What I need is spectacles."

"Of course—of course," said the Doctor. "I'll get you some at once."

"I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."

"Certainly," said the Doctor. "Green ones you shall have."

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

"Well, well!" said the Doctor.

"When will my glasses be ready?"

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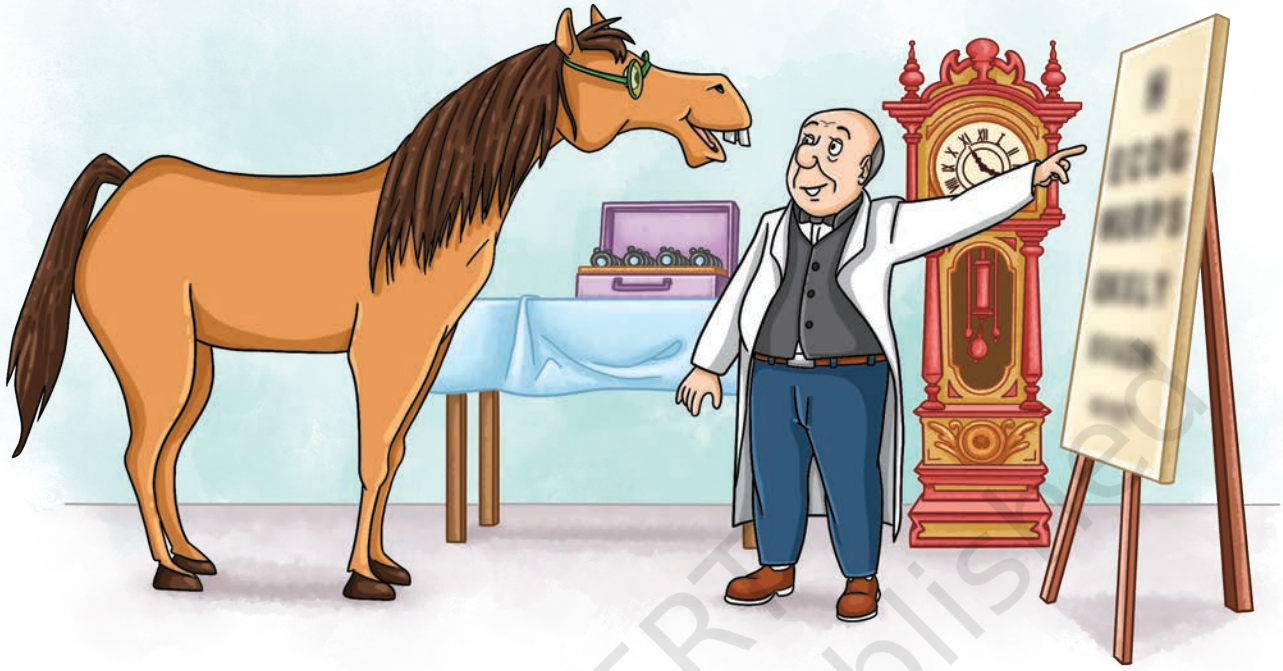
"I'll have them for you next week," said the Doctor. "Come in again Tuesday—Good morning!"



countryside: rural area

Then John Dolittle got a fine, big pair of green spectacles; and the plough horse stopped going blind in one eye and could see as well as ever.

And soon it became a common sight to see farm animals wearing glasses in the countryside, round Puddleby; and a blind horse was a thing unknown.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them.

Now all these animals went back and told their brothers and friends that there was a doctor in the little house with the big garden who really was a doctor. And whenever any creatures got sick—not only horses and cows and dogs—but all the little things of the fields, like harvest mice, badgers, and bats, all came at once to his house on the edge of the town, so that his big garden was nearly always crowded with animals trying to get in to see him.

There were so many that came that he had to have special doors made for the different kinds. He wrote 'HORSES' over

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the front door, 'COWS' over the side door, and 'SHEEP' on the kitchen door. Each kind of animal had a separate door—even the mice had a tiny tunnel made for them into the cellar, where they waited patiently in rows for the Doctor to come round to them.

And so, in a few years' time, every living thing for miles and miles got to know about John Dolittle, M.D. And the birds who flew to other countries in the winter told the animals in foreign lands about Dolittle who could understand their talk and help them in their troubles. In this way he became famous among the animals—all over the world. He was happy and liked his life very much.

Hugh Lofting

cellar: a room below ground level often used for storage

Let us discuss

I What became a common sight in Puddleby after Doctor Dolittle started treating animals?

1. Humans talking to farm animals
2. Farm animals wearing glasses
3. Farm animals learning bird language
4. Birds riding atop farm animals

II What challenges do you think Doctor Dolittle might face if more and more animals come to him for help?

1. How might he overcome these challenges to ensure that he provides good treatment?

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III Arrange the following events in correct order according to the story. Two have been done for you. Share your answers with your classmates and the teacher.

1. Doctor Dolittle decides to stop being a doctor for people and becomes a doctor for animals.	
2. Animals from near and far come to Doctor Dolittle for help, crowding his garden.	
3. A man with a stomach-ache visits Doctor Dolittle and suggests he should treat animals instead of people.	(i)
4. Polynesia teaches Doctor Dolittle animal languages, and he starts understanding and communicating with animals.	
5. A plough horse with vision problems visits Doctor Dolittle, who prescribes green spectacles, to improve the horse's eyesight.	
6. The parrot, Polynesia, encourages Doctor Dolittle to become an animal doctor, revealing that animals can talk.	(ii)
7. Doctor Dolittle installs special doors for different animals to enter his house for treatment.	
8. Doctor Dolittle's ability to communicate with animals helps him diagnose and treat their illnesses effectively.	
9. Doctor Dolittle gains fame among animals worldwide, and they come to him from various places for his help.	
10. Word spreads, and people start bringing their sick pets and farm animals to Doctor Dolittle for treatment.	

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *"If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"*

   "Good Gracious!" cried the Doctor. "What does that mean?"

   "That means, 'Is the porridge hot yet?'—in bird language."

   "My! You don't say so!" said the Doctor. "You never talked that way to me before."

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"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

(i) Complete the sentence by choosing the correct option.

In the line, "Good Gracious!" cried the Doctor, the expression 'Good Gracious' can be replaced by _____!

A. bravo B. gosh C. alas D. hurray

(ii) Why had Polynesia never used bird language with the Doctor earlier?

(iii) Identify whether the following statement is **true** or **false**.

Polynesia had been munching on a food item while talking to Doctor Dolittle.

(iv) How did Doctor Dolittle feel according to the extract?

A. anxious B. surprised C. angry D. relaxed

2. *"I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."*

"Certainly," said the Doctor. "Green ones you shall have."

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

(i) Choose a word from the extract to complete the analogy.

digging: flower bed:: _____: field

(ii) Choose the correct word to complete the sentence.

Doctor Dolittle's attitude in the extract is _____.

A. respectful B. sentimental C. understanding D. careful

(iii) Complete the sentence with an appropriate reason.

Based on the extract, we can conclude that doctors take animals for granted because _____.

(iv) Do you agree with the concluding sentence of the extract? Why/why not?

II Answer the following questions.

1. How can we say that Polynesia was a good trainer of animal language?
2. Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.

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3. How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?
4. Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.
5. What changes do you think would happen in the world if people suddenly gained the ability like Doctor Dolittle, to understand and communicate with animals?

Let us learn

I Read the following words from the text.

Cat's-food-Man, bird language, flowerpots

Are all the words that are combined to form another word written the same way?

Compound words are formed by combining two words of different parts of speech to create a new word that has an entirely new meaning. They are of three types—hyphenated (Cat's-food-Man), open compound words (bird language) and closed compound words (flowerpots).

Complete the following table correctly by choosing words from the box given below. An example has been done for you.

sailor song	teatime	check-in	plough horse
harvest mice	windowsill	well-bred	

Hyphenated Words	Open Compound Words	Closed Compound Words
check-in		

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II Create compound words from the table given below.

A	B
1. fun	(i) head
2. high	(ii) birds
3. never	(iii) flying
4. early	(iv) loving
5. song	(v) risers
6. over	(vi) tops
7. tree	(vii) ending

Now, complete the paragraph with suitable compound words from the table. An example has been done for you.

After being treated by Doctor Dolittle, the A. **fun-loving** dolphins danced playfully in his sanctuary. The B. _____ chatter of monkeys echoed through the C. _____, their ailments cured. D. _____ eagles soared gracefully E. _____ their health restored. F. _____ among the G. _____ chirped joyfully from the branches. All creatures were happy with Doctor Dolittle's care.

III Underline the names of animals that are hidden in the sentences given below. Clues are given within the brackets. An example has been done for you.

1. Dr. Dolittle was eating **oat**meal for his breakfast. (a farm animal)
2. Old ladies began to bring him their pets. (an insect)
3. The author sees the connection between humans and animals. (a farm animal)
4. The three baby dinosaurs are from ice age. (field animal)
5. The patients who came late didn't know where to go. (ship of the desert)

IV Read the following sentence from the text. Study the highlighted words.

*But that stupid man over the hill **never even** looked at my eyes.*

The highlighted words spell and read the same backwards too.

A word, phrase, or sequence that reads the same backwards as forwards is a **palindrome**.

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Some of the common palindromes include 'Was it a car or a cat I saw?', 'Madam, I'm Adam' and 'A man, a plan, a canal—Panama'.

Read the sentences below and identify the palindrome words and sentences.

1. Step on no pets.
2. Naman saw a race car at the show.
3. Nitin speaks in Malayalam.
4. The engineer used a rotator to check the surface level.
5. The pilot relied on the radar to navigate safely.
6. Eva can I see bees in a cave?

Now, create your own palindrome and share it with your classmates and the teacher.

V Underline the verbs and identify the tense form in the following sentences from the text.

1. *He is asking you a question.*
2. *Oh, there are plenty of animal doctors.*
3. *I am going blind in one eye.*
4. *... the trouble is that anybody thinks he can doctor animals.*

The verbs in 1. and 3. are in present continuous form. The verbs in 2. and 4. are in simple present.

VI Read the following sentences from the text.

- *That man's* (man has) *got sense.*
- *Can't you see that it has stopped raining?*

In the first sentence the verbs, 'has got' denote an action that is relevant at the time of speaking.

In the second sentence, the verbs 'has stopped' denote an action that is recently completed.

We use **present perfect tense** to indicate:

- a recently completed action
- an action that started in the past and is relevant even at the moment of speaking
- an action in the past where the focus is on the action and not on the time of occurrence (but relevant at the time of speaking)

Structure of Present Perfect Tense: has/ have + V3 (past participle)

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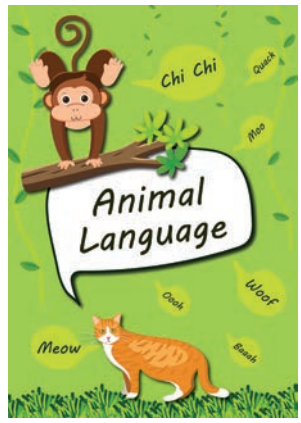
Fill in the blanks using the correct form of verbs (present perfect) given within brackets.



Since becoming an animal doctor, Doctor Dolittle 1. _____ (learn) to communicate with all animals and birds. He 2. _____ (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. _____ (teach) him bird-language, and he 4. _____ (write) books about his adventures. Many people 5. _____ (bring) their sick animals to his door. Over the years, Dolittle 6. _____ (become) renowned worldwide for his unique abilities.

Let us listen

I You will listen to an announcement. As you listen, state whether the following statement is **true** or **false**. (Transcript for the teacher on pg. 88)

Dr. Dolittle's new clinic presents an offer of free medicines.

II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

1. The new clinic is located in the town of _____.
2. The address is 12, _____ Lane.
3. The clinic is open Monday to Friday from _____ a.m. to 5 p.m.
4. Special timings for _____ are on Saturdays from 11 a.m. to 2 p.m.
5. Dr. Dolittle will ensure that animals get the _____.
6. All animals—horses, cows, _____, wild animals, and others are welcome.

Let us speak

Conversation between a doctor and a patient

- Read the information about the problems 1–4.
- Use the cue cards provided to guide your conversation.
- Take turns to play parts of doctor and patient.

Problem 1: Cough and cold

- *Solution: Ginger and honey mix*
- *Additional Advice: Drink warm fluids and rest.*

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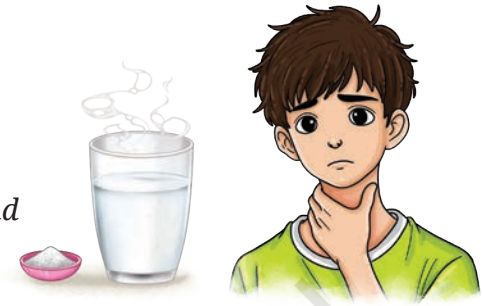
Problem 2: Dry lips

- *Solution: Apply ghee*
- *Additional Advice: Stay hydrated and avoid wetting your lips.*



Problem 3: Sore throat

- *Solution: Gargle with warm salt water.*
- *Additional Advice: Drink herbal teas and avoid cold drinks.*

Problem 4: Fatigue

- *Solution: Ensure adequate sleep and a balanced diet.*
- *Additional Advice: Take short walks to increase energy levels.*

Cue Cards

Doctor	Patient
Greet the patient	Respond to the greeting
Enquire about the problem	Tell your problem
Ask about symptoms	Describe the symptoms
Make a diagnosis and give solution	Ask for clarification
Provide additional advice	Acknowledge the information and ask about the next appointment
Share details of next appointment	Express agreement and thank the doctor

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Let us write

A **notice** is a means of formal communication for a particular group of persons. It informs them about some important event, such as an invitation to a meeting, an announcement, to give instructions, make appeals, etc.

Write a notice in about 50 words about the Annual Health Check-up for students of Grades 6–8. Remind students to collect their health check-up cards from the class teacher. Include all other necessary details about date, time, and venue.

Complete the draft of the notice by using the words and phrases given in the box below.

inform	queries	health card	health check-up
assembly hall		Grades 6–8	please contact
Thursday and Friday			

Name of the School

NOTICE

12 July 20XX

_____Mention Heading_____

This is to _____ all the students of Grades 6–8 about the Annual Health Check-up.

Date: _____, 27 and 28 July 20XX

Time: 9:00 a.m. to 12:15 p.m.

Venue: _____

All students are requested to bring their _____ for the check-up.

For _____ or further details _____ the undersigned.

Asma

Asma

In-charge

Remember to

- use formal language in third person.
- mention the reason for writing the notice and any other relevant information. For example, whom to contact, when and where, etc.
- write the notice in a box.

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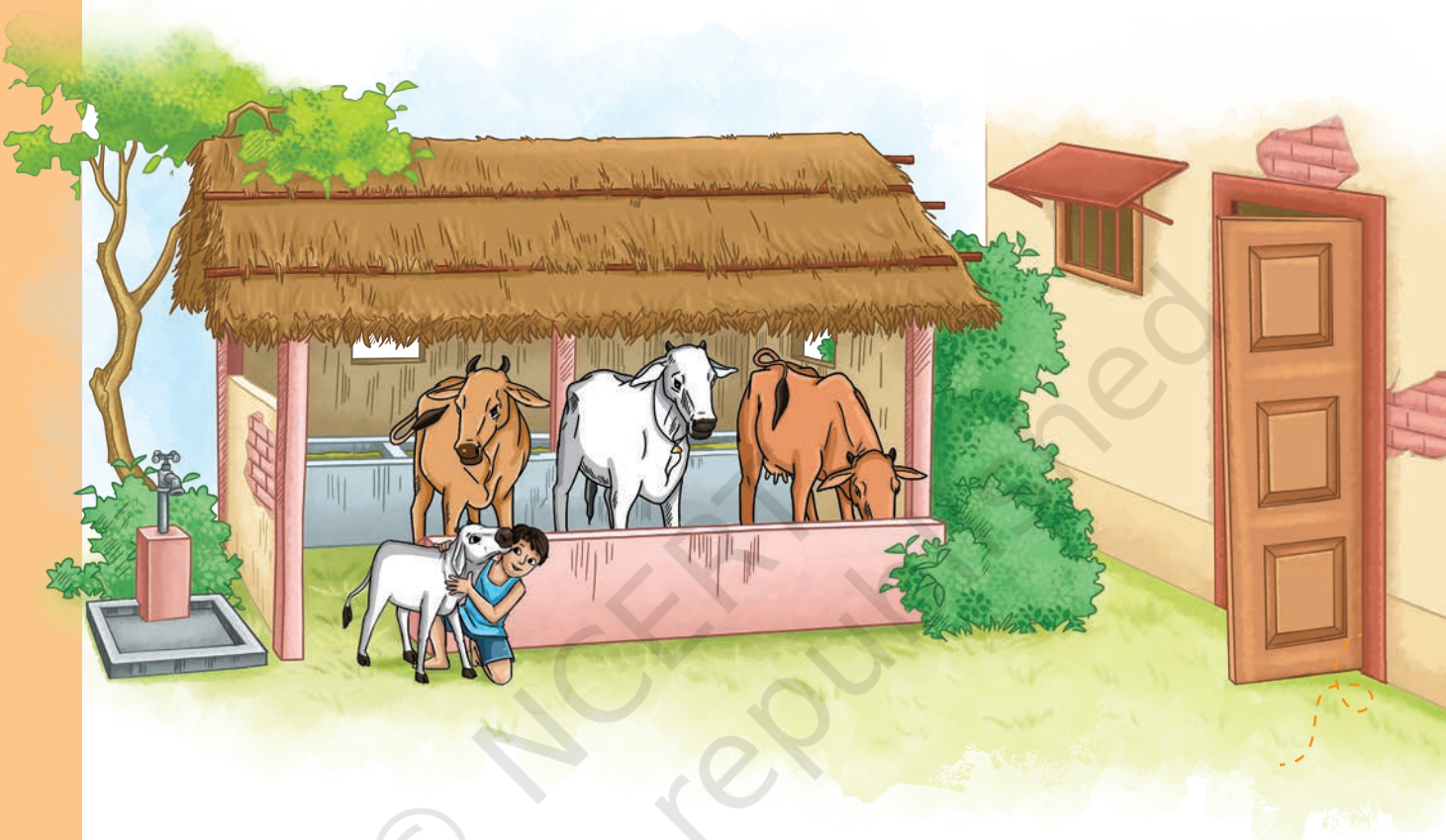
Let us explore

I The word *'goshala'* translates to 'cowshed' in English. It is a Sanskrit word that is made up of the words 'go', which means 'cow', and śālā, which means 'shed' or 'hall'.



Plan a visit with the teacher to a *'goshala'* and find out how the cows are looked after.

II Ayurveda is the oldest existing medical system in India. Animals received good medicinal care in ancient India. Indian medical treatises like *Charaka Samhita*, *Sushruta Samhita*, and *Harita Samhita* contain references of care of animals. Find out names of different organisations that work for the welfare of animals with the help of the teacher.

III What is the best way to take care of stray and abandoned animals?

1. Provide food and water for the animal
2. Take them to an animal shelter
3. Adopt them by taking them home

Give reasons for your responses.

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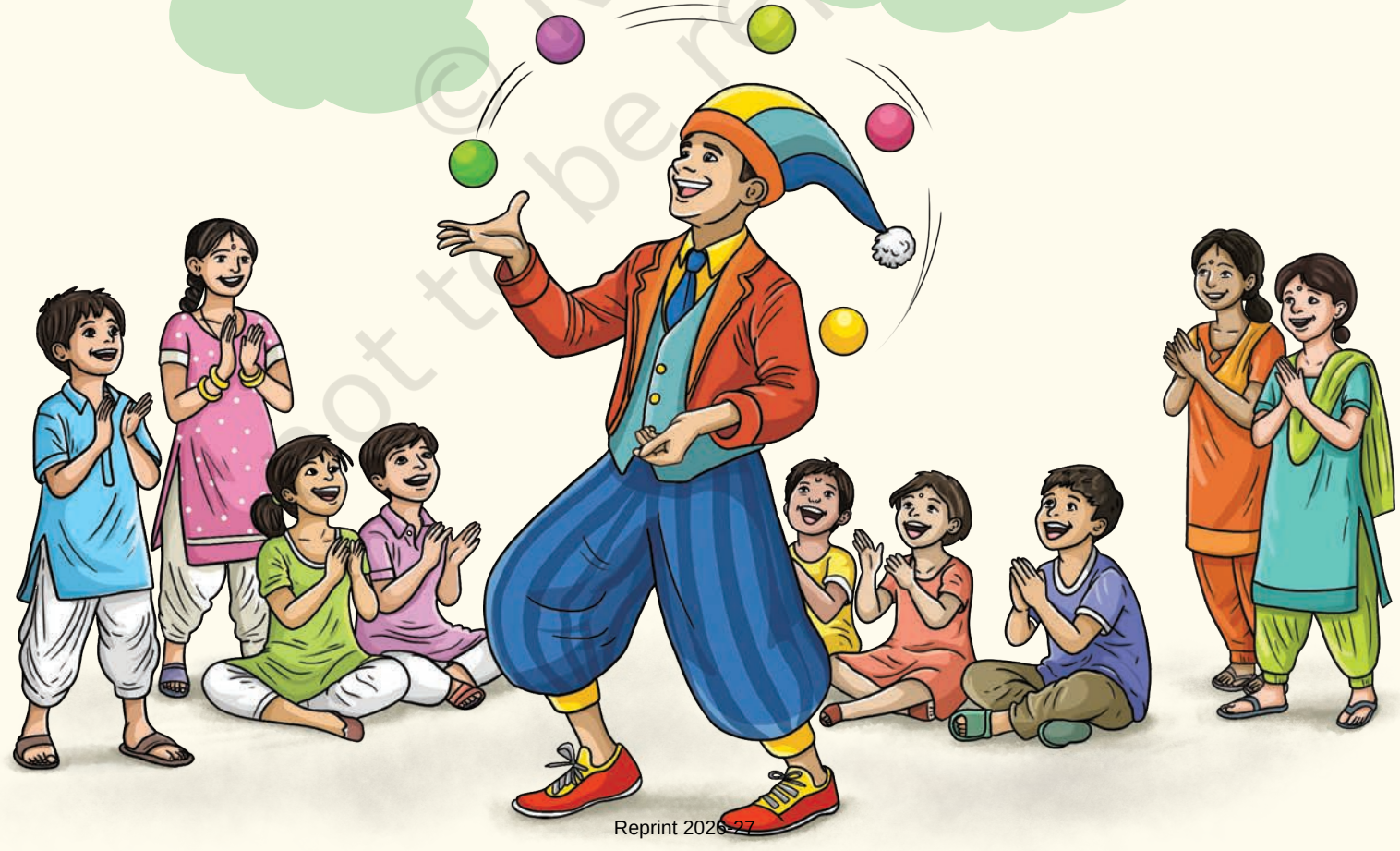
A Funny Man

Let us do these activities before we read.

Look around you for things or people that make you laugh. Write them in the bubbles given below. Share the reasons for your answers with your classmates and the teacher.

Things
I Find Funny



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Let us read

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

He said, “Allow me to present
Your Highness with a rose.”
And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, “Well!
I never saw a rose with such
A funny looking smell.”

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

“My friend, why do you wear two hats
Upon your feet?” I said.
He turned the other way about,
And hopped home on his head.

Natalie Joan

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Let us discuss

I Work in pairs. Identify the **true** statements. Check your answers with the teacher.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

II Identify the words from the poem based on the meanings given. Share your answers with your classmates and the teacher.

1. a small seedless raisin – C __ R __ __ __ T
2. moved unsteadily – S __ __ G G __ __ __ D

III Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____.
2. The rhyme scheme of the poem is _____; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____.

IV Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a _____ (humorous and nonsensical/ confusing but thought-provoking) scene.
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____. (alliteration/simile)

V Rewrite the following line from the poem in the correct order.

1. *But never had I seen before*
   Such a funny sounding sight.

Sometimes, the poets change the word order (inversion) in a line in order to maintain a rhythm.

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2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

VI Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He said, "Allow me to present*
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, "Well!"

(i) Why does the funny man address the poet as 'Your Highness'?

(ii) Choose a phrase from the extract which indicates a polite request.

(iii) Choose the option which shows a 'currant bun'.

A. Image 1 B. Image 2 C. Image 3 D. Image 4

(iv) Complete the sentence with an appropriate reason.

When the poet says, 'Well!', it expresses surprise. This was so because _____.

2. *You never heard in all your life*
Such a funny feeling sound.
"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

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(i) Choose the line from the extract which tells us that the sound was unique.

(ii) Complete the sentence with an appropriate reason.

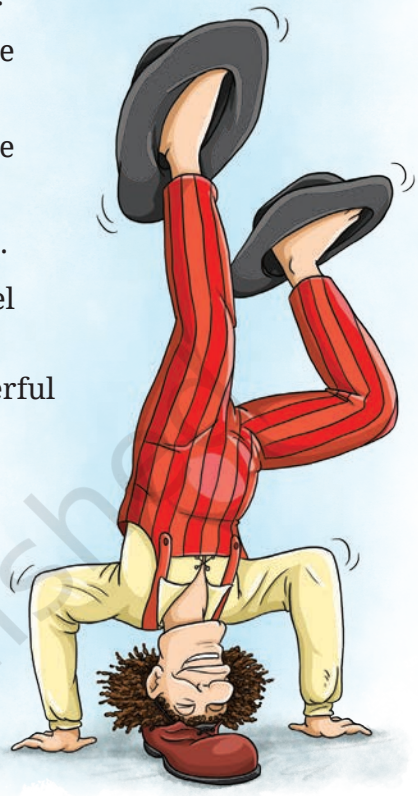
The poet calls the funny man 'my friend' because _____.

(iii) What does the reaction of the funny man to the poet's question tell us about him?

(iv) Choose the correct option to complete the sentence.

The last line of the extract makes the readers feel _____.

A. dreamy B. impatient C. worried D. cheerful



II Answer the following questions.

1. Which character trait of the funny man was most appealing to you? Why?
2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?
3. What alternative title would you suggest for the poem? Give reason(s) for your choice.
4. Why do you think the poet has included dialogues in the poem?
5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?

Let us learn

Read the following phrases from the poem.

- walking down
- taking out
- sat down

These are phrasal verbs.

Phrasal verbs are combinations of a verb with a preposition or adverb that together function as a single unit. They often have meanings that are different from the individual words used alone. The same verb followed by different prepositions or adverbs conveys different meanings.

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I Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

Column 1	Column 2
1. take up	(i) to understand or comprehend something
2. take after	(ii) to assume control or responsibility for something
3. take in	(iii) to begin to study, practice, or do something
4. take over	(iv) to become successful or popular quickly
5. take off	(v) to resemble or look similar to (usually a family member)

Now, fill in the blanks with suitable phrasal verbs from the table given in I. You may change the tense of the verb, if required.

1. The new technology is set to _____ traditional methods of communication.
2. I tried hard to _____ what the writer wanted to say but was unsuccessful.
3. Arjun decided to _____ painting as a hobby.
4. The smartphone quickly _____ the sales in the market.
5. Sheela _____ her father; they have the same smile.

II Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2. Write their meanings in Column 3. An example has been done for you.

Column 1	Column 2	Column 3
1. look	after, away, up, for, in, on, into, down, off, out	look after: take care of,
2. run		
3. put		
4. break		
5. call		

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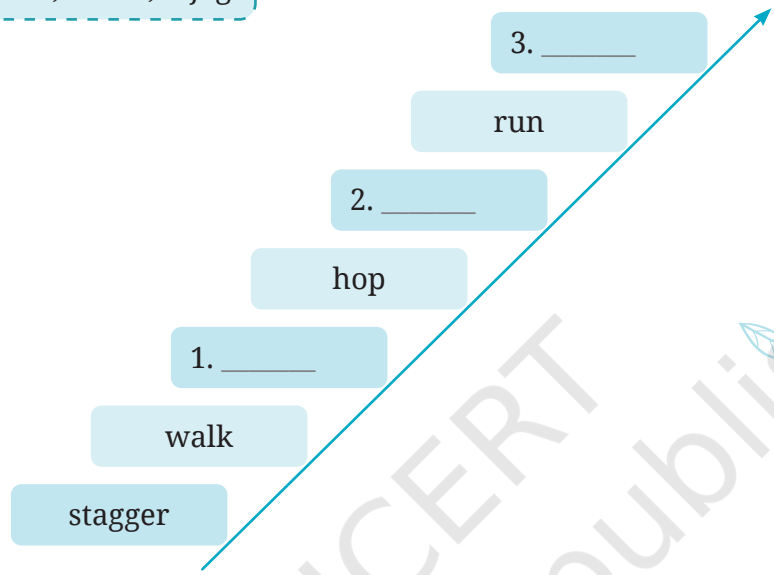
Now, frame sentences of your own using any five phrasal verbs.

III Read the following words from the poem.

walking, staggered, hopped

The given words denote the different ways of walking. Arrange the words given in the box in increasing order of pace.

sprint, trot, jog



Let us listen

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration. (Transcript for the teacher on pg. 88)

1.

2.

3.

4.

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II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

1. Ate lunch
2. Took off shoes
3. Put shoes in the room
4. Laughed at the mistake
5. Placed the plate in the room
6. Prepared for the presentation
7. Put the plate in the kitchen

Let us speak

Read the joke given below.

A man is talking to God.

The man says, “God, how long is a million years?”

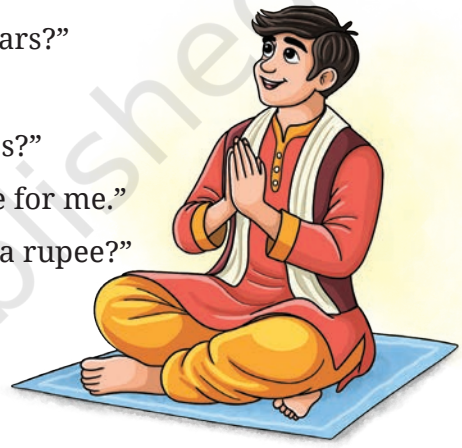
God replies, “For me, it’s about a minute.”

The man asks, “How much is a million rupees?”

God smiles and replies, “It’s less than a rupee for me.”

The man quickly requests, “God, may I have a rupee?”

God promptly says, “Wait a minute.”



Work in pairs and take turns to tell the joke.

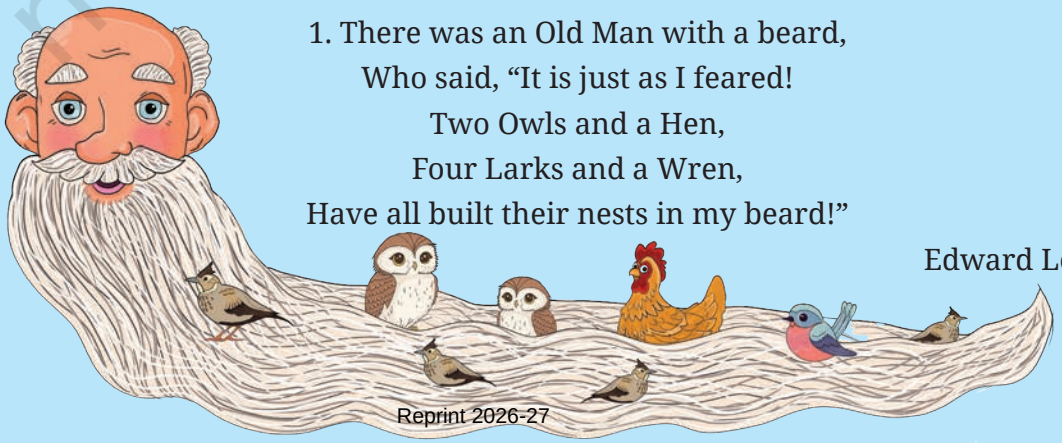
Remember:

- Narrator’s voice – your own voice (speak in a matter-of-fact manner)
- Man’s voice – change to louder voice (speak with respect)
- God’s voice – deep voice (speak in a pleasant tone)

Now, work in pairs to create a joke and tell it in front of the class.

Let us write

I A limerick is a nonsensical and funny verse consisting of five lines. Study the limerick given below and identify the rhyme scheme.



1. There was an Old Man with a beard,
Who said, “It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!”

Edward Lear

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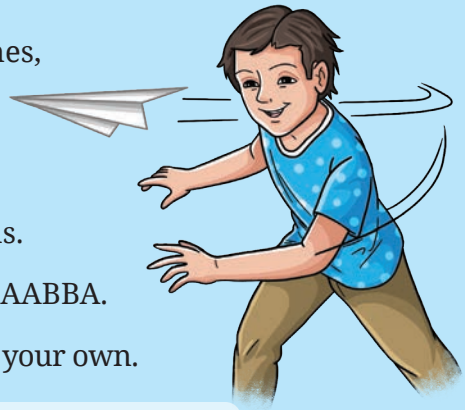
Now, read another limerick

2. There were two friends in Bengaluru's lanes,
One loved books, the other flew planes.
They'd laugh and they'd play,
In their own unique way,
Creating stories and flying in dreams' trains.



Remember all limericks have the same rhyme scheme AABBA.

II Follow the structure given below and write a limerick on your own.

Line 1 : Introduction of a person or place	There was a child from _____
Lines 2–4: A silly story	Who _____
	_____
	She/He _____
Line 5 : An unexpected ending	_____

Let us explore

I In ancient Indian literature and mythology, there are several humorous or funny characters who play important roles in the stories. These characters often represent wit, humour and mischief while conveying deeper moral lessons. Here are a few well-known funny characters:

Tenali Rama	Birbal	Mullah Nasruddin
King Vikramaditya and Betal		

Take any story to read and share it with your classmates and the teacher.

II We can identify the acts of the funny man with certain modern-day activities that have playfulness, or unconventional behaviour. For example:

Street Performers or Clowns: Like the funny man in the poem, modern-day street performers or clowns often dress in unusual ways and do unexpected acts to entertain people.

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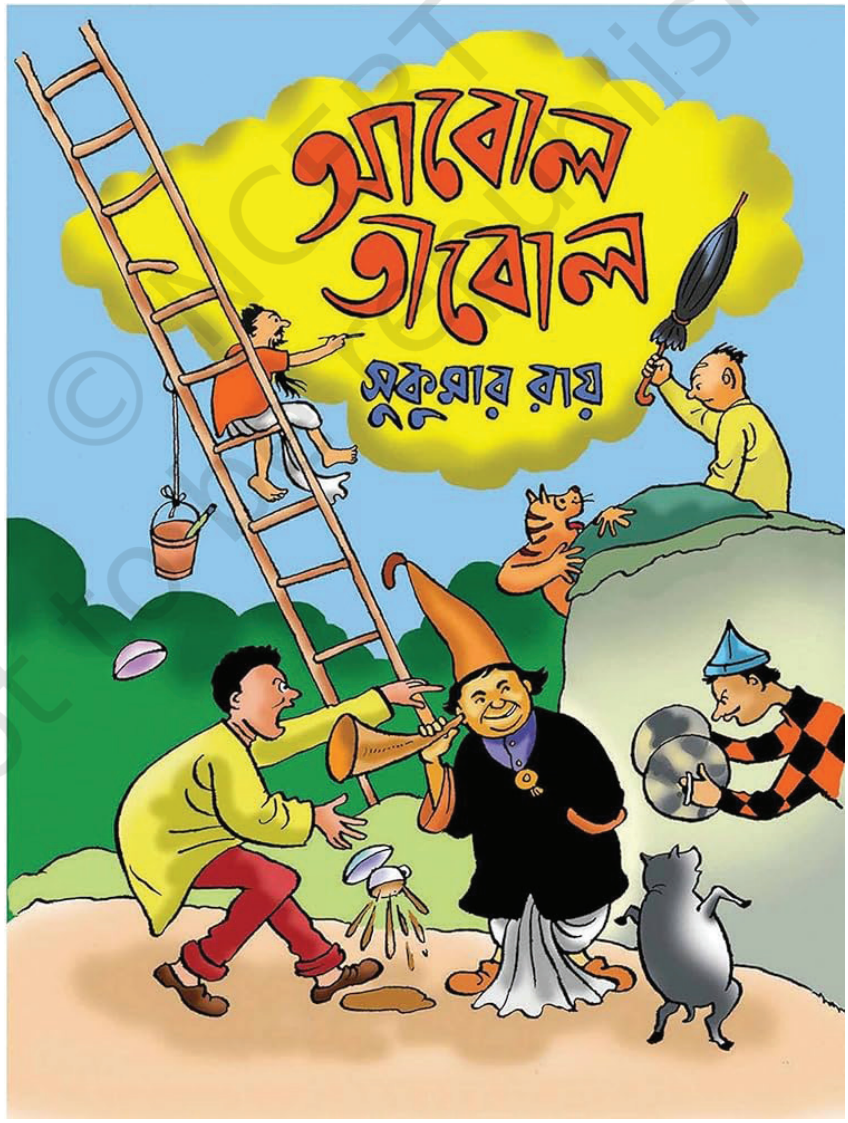
Performance Art or Abstract Theatre: The funny man's actions, such as singing a song and hopping on his head, resemble performance art or abstract theatre, where artists break conventional rules to create thought-provoking, often humorous experiences.

Children's Entertainment and Comedy Shows: The funny man's behaviour is reflected in children's shows to evoke laughter.

In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.

III Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book *Abol Tabol*.

You may also share a similar poem from your native language with your classmates and the teacher.



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IV Read and enjoy the poem.

My Lost Pencil

Oh pencil, dear pencil, where have you gone?
I just had you here a minute at dawn!
You were sharp and perfect, ready to write,
Now you're missing—gone from sight!

Did you roll off my desk? Did you fall to the floor?
Did someone swipe you for sure?
It's always the same, I've lost fifty this year,
By the end of the month, they just disappear!

Next time, I'll tie you with tape or a string,
Because losing my pencils is a real thing.

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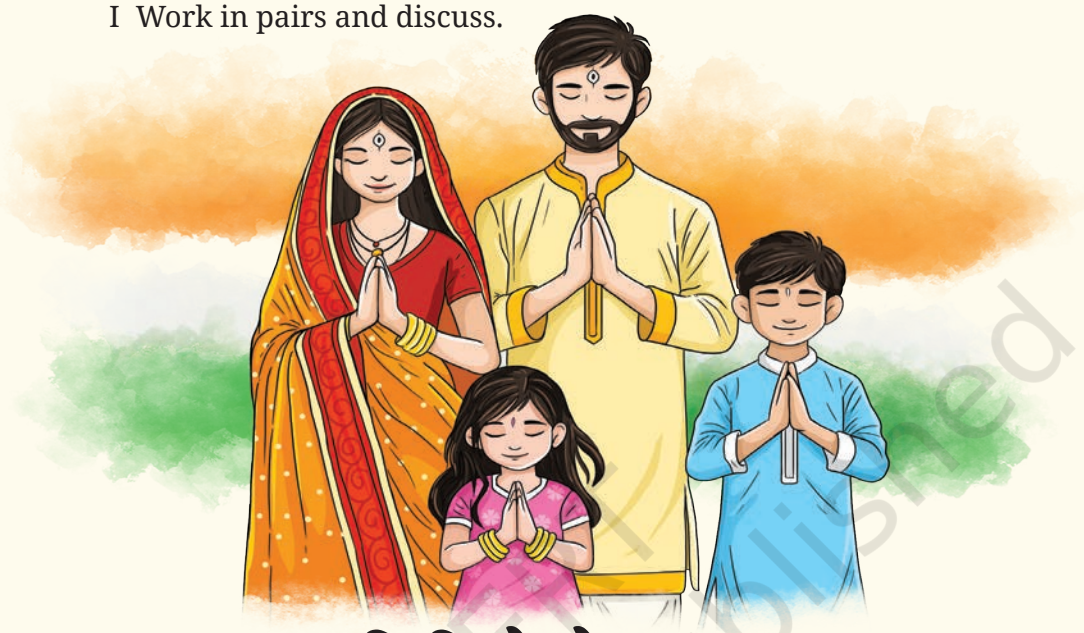
Say the Right Thing

Let us do these activities before we read.

I Work in pairs and discuss.



अतिथिदेवो भव

1. What does *'Athithi Devo Bhava'* mean?
2. Why is it important to be polite to guests?

II Choose the statements that display polite behaviour when you have guests at home.

1. Offer the guests a glass of water.
2. Enquire about the well-being of the guests.
3. Ask the guests when they would leave.
4. Comment critically about the habits of guests.
5. Accompany the guests to the door when they leave.

III Sometimes you find that a few friends in class are rude while disagreeing with each other on certain issues. Work in groups. How would you deal with such a situation? Share at least three ways in which you can do this.

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Let us read

This is a humorous play in which a mother advises her daughter to say the right thing at the right time. However, when guests arrive, the daughter hilariously forgets her mother's guidance.

Read the play to find out how she commits blunders and embarrasses the guests as well as her mother.

hilariously: in a very funny way

blunders: careless mistakes

embarrasses: makes (the guests) uncomfortable

Characters

Mary Shaw : a young girl

Mrs. Shaw : Mary's mother

Mrs. Harding : the wife of Mr. Harding, a wealthy man

Mrs. Lee : Mr. Harding's married sister

Scene I

Mrs. Shaw: The room looks cleaner now. Put that coat away in your bedroom. This room isn't the place for coats.

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Mrs. Harding and Mrs. Lee will soon be here, and they don't want to see that.

MARY : You're always telling me to put things away.

MRS. SHAW: Yes, I am. You leave your clothes all over the house.

MARY : I'm not a child!

MRS. SHAW: No, you're not. So please keep your clothes in your own room.

MARY : Why are those two women coming here? Who's Mrs. Harding?

MRS. SHAW: She's the wife of a wealthy man, Mr. Harding. He has just bought a big house in Lanfield. They lived in London before. She's coming to have a talk. I met her in a shop and asked her to come.

MARY : Oh, I've seen her children. They often come along the road. Who's Mrs. Lee?

MRS. SHAW: She's Mr. Harding's sister. She has been staying with them for a while.

MARY : What are you going to talk about?

MRS. SHAW: I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.

MARY : I can talk now. I've been able to talk for a long time.

MRS. SHAW: Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?

MARY : I can talk very well when I like. I'll stay with you today and talk to them when they come.

MRS. SHAW: Oh, I don't think so. You can go out for a walk. It will be better if you do that.

MARY : Why?

MRS. SHAW: If you stay with me, you may not say the right thing.

MARY : I know the right things to say: "Good afternoon", "How are you?" and things like that. Let me stay today. I can do it very well. I'll show you. Anyone can talk.

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Mrs. Shaw: You may stay if you like. But take care. I want to know Mrs. Harding well. I want her to ask me to go to their house. There isn't much to do here in Lanfield, and I want to know some more people. I want some more friends here. So take care when you say anything.

Mary : Tell me what to say.

Mrs. Shaw: I can't tell you everything, but you'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too. And if everyone stops talking, say something to make them talk again. They don't want to sit here and look at the floor without speaking. Think of something to say.

Mary : I can do that. There's always something to say. Must I do anything else?

Mrs. Shaw: When they are ready to leave, don't jump out of your chair and look gladly at the door. You must look sorry when they want to leave.

Mary : What shall I do when they want to go?

Mrs. Shaw: Ask them to stay a little while longer. Just say, "Must you go? Can't you stay?" or something like that. You like them and you want them to stay, and you must let them understand that.

Mary : That's not very hard, is it? I'll remember that. "Must you go? Can't you stay? Must you go? Can't you stay?"

Mrs. Shaw: That's right. Now take your coat to your room and change into a clean dress. You must look nice when they come. And if everyone stops talking, say something kind to make them talk again. And don't say anything that will make them angry.

Mary : I will remember. I've often done harder things than this.

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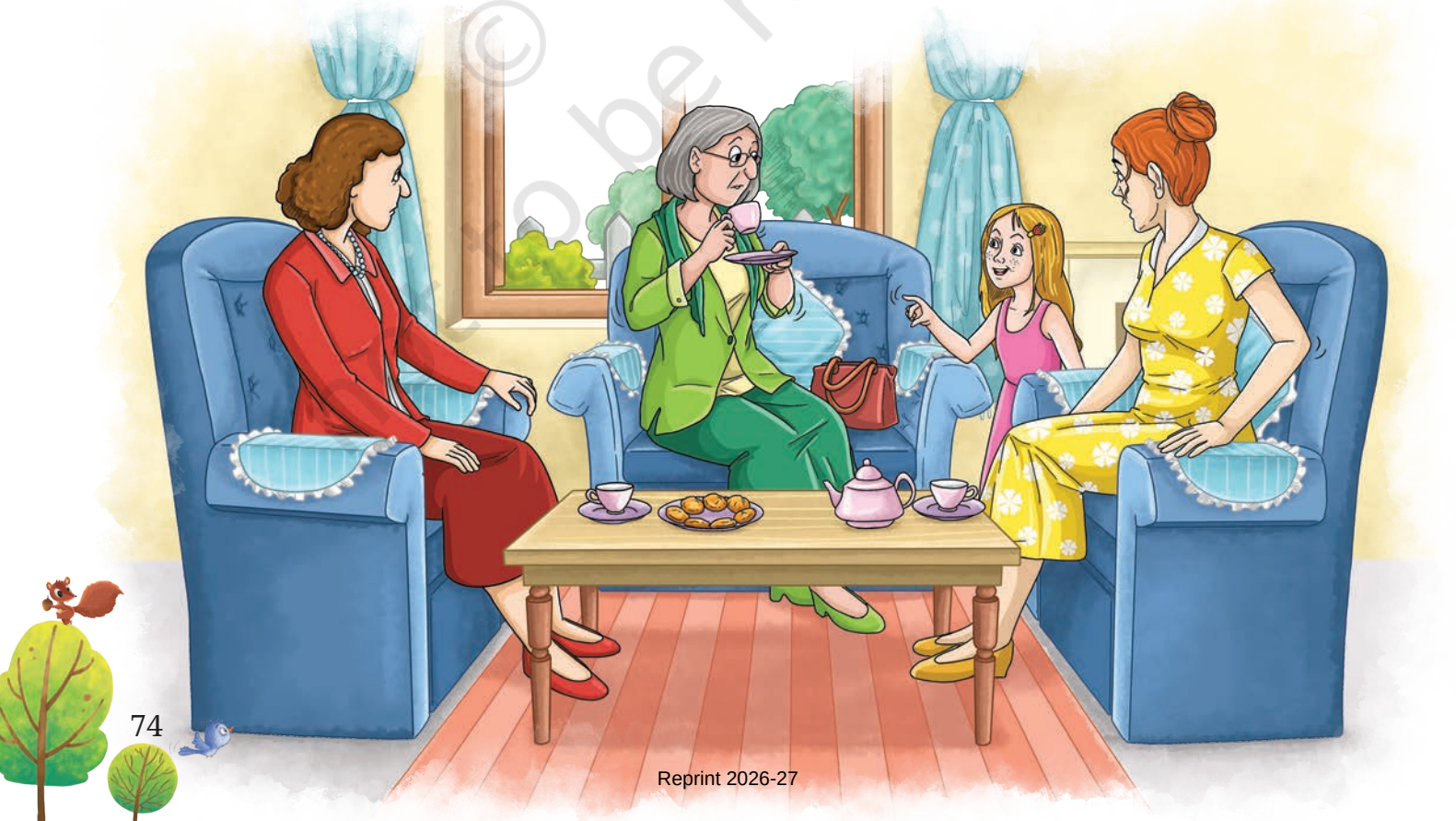
Let us discuss

I Complete the table given below based on Scene I of the play. An example has been done for you. Share your answers with your classmates and the teacher.

Speaker	Words of the Speaker	Reason
Mrs. Shaw	The room looks cleaner now. Put that coat away in your bedroom.	To instruct Mary to keep the room tidy
Mary	You're always telling me to put things away.	
	I'm not a child!	
Mrs. Shaw		To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

II Do you think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit? Why or why not?

Scene II



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Mrs. Shaw : So you like Lanfield, Mrs. Harding! I'm very glad.

Mrs. Harding : Yes, we like it very much. It's not the same as London, but there are some very nice people here, and we've found a good house. (*No one says anything more, and Mrs. Shaw looks at Mary.*)

Mary : What beautiful children you have, Mrs. Harding! I've often seen them walking along the road.

Mrs. Harding : Oh, I haven't any children.

Mary : Oh, yes, you have! I've seen them: a little boy and a little girl.

Mrs. Harding : (*not very pleased*) I have no children; believe me.

Mary : Oh!

Mrs. Shaw : (*quietly*) They must be someone else's children. Have you met Mr. Best? He's a nice man. He lives near you.

Mary : Oh, Mr. Best! He lives here and he works in London. He goes all the way to London by train every morning, and then he comes all the way back by train every night. He lives in trains! (*she laughs*) What kind of life is that? Why do people do things like that? They do not know how to live. And he reads two newspapers in the train every day. He never reads a book. But he's only a banker, and bankers can't think.

Mrs. Lee : My brother's a banker. He goes to London by train every morning and comes back every night. He reads two newspapers in the train in the morning, and another every night.

Mary : Oh, I'm sorry. I didn't know.

Mrs. Shaw : Bankers always have to read a lot of newspapers. Do you know Mrs. Best? She's a nice woman. I like her.

Mary : But have you seen her clothes? She goes out in a blue dress with a red coat over it. (*she laughs*)

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MRS. HARDING : I have a blue dress, and I often put on my red coat at the same time.

MRS. SHAW : (*quickly*) I like blue dresses and red coats. (*No one says anything.*)

MARY : I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.

MRS. HARDING : I stay in bed in the morning myself.

MRS. LEE : I often go to the doctor.

MARY : Oh, I'm sorry. (*No one speaks.*)

MRS. SHAW : Do you know Mrs. Grantley? She's one of my best friends.

MARY : But she's so talkative! Talkative women aren't very interesting, are they?

MRS. LEE : My mother's a very talkative woman.

MARY : Oh, I'm sorry. I didn't know. (*No one says anything.*)

MARY : (*looking out of the window*): Oh, there's that dog again! It always looks very dirty. I don't like dogs, do you? Who wants a dog? That dog's always near our house. Why do people keep dogs? Who wants a dog? Why doesn't its owner keep it clean? Have you seen it?

MRS. HARDING : (*looking out of the window*) Yes, I've seen it. That's Towzer. It's our dog.

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Mary : (*with a red face*) Oh, I didn't know! (*No one speaks.*)

Mary : (*still looking out of the window*) There's Mr. Pomeroy on his horse. He's always talking about horses. He rides a horse every day, and practises shooting. Why must he do that? What have they done to Mr. Pomeroy? Why do some men like horses more than they like people? It's hard to understand men.

Mrs. Lee : My brother practises shooting when he has the time, and he rides his horse when he can. He sold his house in London and bought a house here because he wanted to ride and practise shooting.

Mrs. Harding : (*looking at Mrs. Lee*) It's getting a little late. We must go now, Mrs. Shaw. It has been very nice to have a little talk. (*She looks at Mary.*)

Mrs. Lee : Very nice. (*She looks at Mary.*)

Mrs. Shaw : It was very good of you to come to see us. Please stay a little longer.

Mary : (*unable to say the right thing even now*) Oh, must you stay? Can't you go?

G.C. Thornley

Let us discuss

I Rectify the **false** statements given below from Scene II of the play. An example has been done for you. Share your answers with your classmates and the teacher.

1. Mrs. Harding states that they do not like London as it is not the same as Lanfield.

   Rectification: Mrs. Harding states that they like Lanfield very much even though it is not the same as London.

2. Mrs. Harding was pleased to know that Mary was familiar with her children.

3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.

4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.

5. Mary shares that she finds the dog outside the window cute.

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Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *MARY* : *What are you going to talk about?*

MRS. SHAW : *I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.*

MARY : *I can talk now. I've been able to talk for a long time.*

MRS. SHAW : *Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?*

MARY : *I can talk very well when I like. I'll stay with you today and talk to them when they come.*

MRS. SHAW : *Oh, I don't think so. You can go out for a walk. It will be better if you do that.*

(i) What does Mrs. Shaw imply when she says, "One day you'll have to go to some of these houses yourself and talk to the people there"?

A. She believes Mary should start learning about hosting guests then.

B. She thinks Mary is ready to visit these houses independently.

C. She wants Mary to develop social skills for the future.

D. She hopes Mary will avoid these social interactions entirely.

(ii) Complete the following sentence with the **correct** option from the brackets.

Mrs. Shaw and Mary are discussing how to _____. (have a polite conversation/ get to know people better)

(iii) Why did Mary insist on staying with her mother when the guests arrived?

(iv) Match the following character traits to the characters in the extract:

A. eager B. inexperienced C. cautious

Mary Mrs. Shaw

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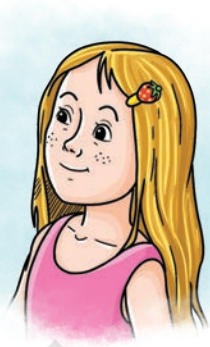
2. *MARY* : *I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.*



MRS. HARDING : *I stay in bed in the morning myself.*

(i) Complete the following sentence suitably.

Mary could spot Mrs. Cotter in the street because _____.

(ii) What does Mary's comment about Mrs. Cotter staying in bed and calling the doctor suggest about her understanding?

A. She is worried about why Mrs. Cotter stays in bed all morning.

B. She is unable to understand why people need medical help.

C. She thinks Mrs. Cotter is scared and lonely for staying in bed.

D. She believes Mrs. Cotter is right to rest and take care of herself.

(iii) How can we say that Mary enjoyed good health?

(iv) Identify whether the following statement is **true** or **false**.

Mary might have unintentionally offended Mrs. Harding.

II Answer the following questions.

1. What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?
2. What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?
3. What do you think the repeated stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?
4. How does Mary's attitude towards the guests change throughout the play?
5. What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?
6. In what way does the play show the importance of knowing how to engage in polite conversation?

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Let us learn

I Study the following words taken from the text.

humorous, hilariously, coming, beautiful

The given words are made by adding word endings like -ous, -ly, -ing, and -ful to the root words humour, hilarious, come, and beauty. Such word endings are called **suffixes**.

- *humour* + *-ous*
- *hilarious* + *-ly*
- *come* + *-ing*
- *beauty* + *-ful*

Note

the spelling variant when the word ends in 'e' as in 'come' and 'y' as in 'beauty'.

Now, divide the following words from the text as root words and suffixes. Check your answer with the teacher.

gladly banker guidance quietly walking

1. Study the words in Column 1. Match the suffixes in Column 2 with their meanings or purpose in Column 3. Write a few examples for each in Column 4. Share your answers with the teacher.

Column 1	Column 2	Column 3	Column 4
Biology	(i) -logy	A. change to adverb	Sociology
tolerance	(ii) -ance	B. change to plural	
stopped	(iii) -ed	C. a study of	
backward	(iv) -ward	D. change to superlative	
courageous	(v) -ous	E. change to past tense	
quietly	(vi) -ly	F. change to a noun	
toughest	(vii) -est	G. in a certain direction	
tomatoes	(viii) -es	H. change to adjective	

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2. Fill in the blanks using words given in the brackets by adding suitable suffixes.

   To communicate (i) _____ (effective), choose your words and topics (ii) _____ (wise). Avoid (iii) _____ (discuss) things you don't know much about or that could upset someone. Remember to be (iv) _____ (respect) towards others, including yourself, and express your (v) _____ (appreciate). Finally, always be (vi) _____ (response) by replying promptly to communicate.

II Read the highlighted words in the following sentences from the text.

- *But does anyone want to hear the things that you **say**?*
- *I can't **tell** you everything.*

Select the correct answer.

Is there a difference in the meanings of 'say' and 'tell'? (Yes/ No)

- *'Say' focuses on the message and does not always require a listener.*
- *'Tell' focuses on who receives the message and always needs a listener.*

1. Fill in the blanks with suitable words from the sets of words given in the box below. Make changes in the verb forms (tense), if necessary.

- fetch : go somewhere to get something and bring it back
  bring : take something with you to the place you are going
- see : something that we view, whether or not we pay attention
  look : focus your eyes in a certain direction by paying attention
- live : permanent place of residence
  stay : temporary presence in a location as a guest or visitor
- study : spend time learning something as part of formal education
  learn : gain knowledge or skill through study or experience
- speak : express thoughts or ideas aloud, often in formal situations
  talk : engage in informal conversation with someone
- hear : perceive sounds unintentionally through the ears
  listen : pay attention to sounds or speech intentionally

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(i) I _____ at the photo, but I didn't _____ anyone familiar.

(ii) I'd better go and _____ my mother from the station, and then _____ her home.

(iii) I need to _____ for my mathematics exam this weekend, so I hope to _____ new concepts along the way.

(iv) I can _____ the music from my neighbour's house, but I need to _____ to it carefully to understand the lyrics.

(v) "Could I _____ to Mrs. Kalpana, who is going to _____ to us about gardening," said Ritu.

(vi) I _____ in a small town, but I often _____ with my relatives in the city.

III Read the following sentences from the text and underline the verbs.

- *They lived in London before.*
- *I met her in a shop and asked her to come.*

As you know, the verbs you have underlined are in simple past tense. (actions that happened in the past or distant past)

Read the following sentence from the text and underline the verb.

She has been staying with them for a while.

The verb you have underlined is in **present perfect continuous** tense.

We use **present perfect continuous** (has/have + been + verb + -ing) to indicate:

The duration of an action that started in the past and continues up to the present moment.

- Mrs. Shaw **has been preparing** the room since the morning for Mrs. Harding and Mrs. Lee's visit.

An action that was ongoing in the recent past, with its results evident now. The focus is on the ongoing activity rather than its completion.

- Mrs. Shaw **has been cleaning** the room since the morning. (The room looks spotless now.)
- The students **have been practising** a play about the story. (They are rehearsed and ready.)

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1. Fill in the blanks using the verbs given in brackets in present continuous or present perfect continuous tense.

   The students (i) _____ (organise) a play and setting up the stage. They (ii) _____ (prepare) for weeks to make everything perfect. The performers (iii) _____ (rehearse) every day, and their excitement (iv) _____ (grow). The sound in-charge (v) _____ (test) the microphones to check the sound quality. Everyone (vi) _____ (work) hard, and now the place (vii) _____ (buzz) with energy and excitement.

IV Read the explanation about the kinds of sentences given in the table below.

Kinds of Sentences	Function	Punctuation	Examples from the text
Declarative sentences	to state or convey information	end with a full stop (.)	*There's always something to say.*
Interrogative sentences	to ask questions	end with a question mark (?)	*What shall I do when they want to go?*
Exclamatory sentences	to express strong feelings or emotions	end with an exclamatory mark (!)	*What beautiful children you have, Mrs. Harding!*
Imperative sentences	to give order, command or request	end with a full stop (.)	*Put that coat away in your bedroom.*

1. Identify the kinds of sentences and punctuate them appropriately.

   (i) the meeting starts at 10.00 a.m. in the conference room

   (ii) what an exciting adventure it was

   (iii) how did you solve the problem so quickly

   (iv) what is the weather forecast today

   (v) how beautiful is the rainbow

   (vi) clean up your room before dinner

   (vii) the children are planning a surprise party for their mom

   (viii) turn off the music

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Let us listen

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and her son about basic manners. As you listen, fill in the blanks given below by selecting the correct option. (Transcript for the teacher on pg. 89)

1. How did the son behave in the grocery queue?
   (i) strangely (ii) impatiently (iii) politely
2. The mother finally refers to her son as a _____.
   (i) polite young man (ii) responsible son (iii) grateful person

II You will once again listen to the conversation. As you listen, select four **true** statements from 1– 7 given below.

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness.
2. The son recognises the value of apologising and understands that it shows he notices others.
3. The son is gradually learning the importance of polite words and actions from his mother's guidance.
4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level.
5. The son feels that covering his mouth when coughing is only important when he's at home.
6. The son receives all advice readily while understanding its importance.
7. The mother uses praise to support the polite behaviours she wants her son to continue practising.

Let us speak

As you know

- **Intonation** is the rise and fall of the pitch of tone while speaking.

Let us learn about sentence stress.

- **Sentence** stress is laying emphasis on certain word(s) in a sentence.
  → The emphasis on particular words helps to convey the meaning and importance of the sentence.

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→ **Content words** like book, run, beautiful, quickly, etc., are mostly stressed instead of **function words** like she, in, is, etc., in a sentence.

I Speak the given declarative sentence aloud.

*I saw **Mrs. Cotter** this afternoon.*

- Use falling intonation towards end of the sentence as declarative sentences usually have falling intonation.
- Stress the words 'Mrs. Cotter'.

Remember, stress does not mean to say the word louder than others. It means to say a word with more emphasis than others.

II Speak the following declarative sentences with falling intonation and stress the highlighted words.

1. ***The** room **looks** cleaner **now**.*
2. ***You** always **talk** too much.*
3. ***You** leave **your** clothes **all** over the **house**.*

III Work in pairs and speak the following sentences 1–5 aloud, as Mary. Apply stress and falling intonation. Match each of the sentences to the meaning they convey in (i)–(v).

Sentences

1. **I** didn't hurt anyone today.
2. I **didn't** hurt anyone today.
3. I didn't **hurt** anyone today.
4. I didn't hurt **anyone** today.
5. I didn't hurt anyone **today**.

Meaning conveyed

(i) I might have done other things but did not hurt anyone.

(ii) I might cause hurt usually, but not anyone on this day.

(iii) The action of hurting anyone did not occur.

(iv) I, specifically, did not hurt anyone, possibly implying someone else might have.

(v) I may have spoken a lot many things but not a single person was hurt.

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IV Now, speak the given declarative sentence with rising intonation towards the end of sentence and stress the highlighted words.

*I saw **Mrs. Cotter** this afternoon.*

The rising intonation makes it sound like a question. It asks whether I was the person who actually saw Mrs. Cotter: Did I see Mrs. Cotter this afternoon?

Remember
The way we use stress and intonation in a sentence can change the meaning of what we wish to say if we are not careful.

Let us write

Rewrite the play 'Say the Right Thing' as a short story, focusing on Mary's interactions with her mother and the guests.

- Ensure the story captures the main events, character emotions, and humorous moments effectively.
- Use paragraphs to organise your story and include descriptive language to bring the characters and events to life.

You may refer to the following hints:

- Begin with an introduction: describe Mary and Mrs. Shaw, their relationship and the setting of the story.
- Explain Mrs. Shaw's instructions to Mary before the guests arrive and Mary's confidence in handling the situation.
- Narrate the events when Mrs. Harding and Mrs. Lee visit, highlighting Mary's remarks and the guests' reactions.
- Include key moments of humour and awkwardness to maintain the tone of the play.
- Conclude by commenting on how the visit ended and Mary's impact on the situation.

Let us explore

I Work in groups. Enact your favourite part of the play.

Points to remember:

- Allot a specific role to each member in the group.
For example: director, narrator, and characters

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- Include the actions and expressions as indicated in brackets in the play.

II Find out how people greet guests who visit their homes in different languages. Share it with your classmates and the teacher.

III *'Vasudhaiva Kuṭumbakaṁ'* (वसुधैव कुटुम्बकम) is a Sanskrit phrase which means the world is one family. *Vasudha* (वसुधा) means Earth; *eva* (एव) translates to 'is thus' and *Kuṭumbakaṁ* (कुटुम्बकम) means 'family'. The phrase originates from ancient Indian texts like the *Maha Upanishad* and the *Hitopadesha*.

This saying highlights the interconnectedness of all people, suggesting that humanity is part of a single global family. It encourages unity, cooperation, and treating others with kindness and empathy, regardless of differences in nationality, race, or religion. The message is often used to promote global peace and mutual understanding among diverse cultures and nations. *'Vasudhaiva Kutumbakam'* was chosen as the theme for the G20 Summit which captured the essence of global unity, common bonds, and shared aspirations for a better future.

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TRANSCRIPTS

Animals, Birds, and Dr. Dolittle

Let us listen *(refer to page 55)*

I You will listen to an announcement. As you listen, state whether the following statement is **true** or **false**.

Greetings and attention everyone!

We are excited to announce the opening of Dr. John Dolittle's new clinic in the town of Woodstock. The clinic is located at 12, Rose Lane. It will be open Monday to Friday from 9 a.m. to 5 p.m. Special timings for birds are on Saturdays from 11 a.m. to 2 p.m. Dr. Dolittle is renowned for his ability to communicate with animals and shall ensure that they receive the best care possible. All animals are welcome, from horses and cows to pets and wild animals. For the best veterinary care, visit Dr. John Dolittle's new clinic in Woodstock.

Thank you.

II You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

A Funny Man

Let us listen *(refer to page 65)*

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration.

Hello. This is quite a funny incident. One day, I was so preoccupied with preparing for my presentation. After a long day of studying at a friend's place, I finally came home. Exhausted, I removed my shoes at the door and headed straight to the kitchen for some

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lunch. I served myself *dal-chawal* and ate it, still thinking about all the topics I needed to cover.

Once I finished my lunch, I got up to put my shoes away in my room and placed my plate in the kitchen. However, being so preoccupied, I ended up doing the opposite! I walked to my room with my plate in hand and left it on my desk. Then, I took my shoes and placed them in the kitchen!

As I stood there, confused, I realised what I had done. I couldn't help but laugh at myself. I shook my head, recovered my shoes from the kitchen and kept the plate in the kitchen.

II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

Say the Right Thing

Let us listen *(refer to page 84)*

I Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and a son about basic manners. As you listen, fill in the blanks given below by selecting the correct option.

Mother : Why were you getting impatient in the grocery store?

Son : Was I really? I just didn't like waiting so long.

Mother : I know waiting can be boring, but remember, we always stand in queues and wait for our turn. It's fair for everyone, right?

Son : Hmm, I guess. Even if it takes a lot of time?

Mother : Well, that's when we practise patience. And when it's our turn, what do we say to the shopkeeper?

Son : We say, 'Thank you'. And 'Please' if we ask for something, right?

Mother : Yes! Those are polite words. Why do you think they're important?

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Son : Maybe because they make people feel respected?

Mother : Exactly! It shows gratitude and kindness. And what about yesterday when you bumped into that lady with the blue sari?

Son : Oh, I said sorry right away. You always tell me it's important to apologise.

Mother : That's true. Why do you think it's important to apologise?

Son : Um... so people know I didn't mean to do it and that I care?

Mother : Yes, it shows you're responsible. And how about when we're in places like the library? What kind of voice should we use?

Son : Oh, I know this! We speak softly so we don't bother others.

Mother : Right again! It's called using an 'inside voice'.

Son : I know. I also know that we should cover our mouth when we yawn, sneeze or cough in a gathering or a public place.

Mother : Absolutely! You're getting really good at remembering these things. And when we talk at home or school, what should we do when someone else is speaking?

Son : We wait for our turn. It's not well-mannered to interrupt.

Mother : You've got it, Rohan. You're becoming a really polite young man.

Son : Thanks, Ma. So, do you think I'll be ready to handle the grocery queue next time?

Mother : Certainly! And maybe we can get some ice cream as a reward if you do it well.

Son : Deal! And... thank you!

II You will once again listen to the conversation. As you listen, select four **true** statements from 1–7 given below.

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UNIT 3

DREAMS AND DISCOVERIES

0773CH03

MY BROTHER'S GREAT INVENTION

Let us do these activities before we read.

I Work in pairs and guess the invention.

1. I am a concept invented by ancient Indian mathematicians. I add value to numbers. Without me, calculations in the modern digital world would be impossible. Who am I?
2. I am an ancient Indian practice, now popular globally. I focus on physical and mental well-being. What am I?

II Discuss in groups of four what you think the world today would have been like without inventions and discoveries.

III Fill the grid given below with missing letters to complete the words. These words display qualities of an inventor.

C	R		A	T		V		T				
C	U					I	T	Y				
R	I			-	T		K		N	G		
D	E	T	E			I	N	A	T	I		
I			G	I		A		I	O	N		

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Let us read

I

racket: a loud and disturbing noise

sopping: soaking

scowling: having an angry or frowning expression

rigged up: assembled something temporarily

tinkering: experimenting or fiddling

dynamos: electric generator

"Who put that water bag here?" roared my father from the front doorstep. "Your burglar alarm," I hissed to my brother Anand, who was getting ready to disappear from the house. Ma rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

"I want to know who is behind this nonsense," Papa said grimly.

"I think it's supposed to be a burglar alarm," Ma said, in a soothing voice.

"I don't care what it's supposed to be," Papa said.

"Where's that boy? I'm sure he rigged this up."

Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

Before this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.

Recently there had been a rush of thefts in the colony and Anand had got it into his head that what was needed was a burglar alarm. So, the minute Papa left for the office and Ma for the market, he started on his latest scheme. As usual I had to be involved, though I'd have preferred to finish my novel. "If you get a shelling, don't bring me in," I warned Anand.

"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."

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Anand loves words like blueprint—it makes him feel professional! Anyway, I looked at the elaborate drawing of doors, wires, and bells and asked, "How does this thing work?"

"It's quite simple. The moment the door opens, this alarm is tripped off and makes a clanging sound. Then this water bag here is loosened and falls on the thief's head. By then we call the police—simple!"

"But how does the alarm know that a burglar is opening the door?"

"I've taken care of that," Anand said loftily. I had my own doubts about the alarm's guessing powers, but kept them to myself because when Anand is in one of his inventive moods, nothing stops him.

"You see," Anand explained smugly, "A thief tries to open the door stealthily. I've rigged it up so that the alarm works only when the door is opened gently."

I was sceptical. "Remember, if Papa asks, I'm not involved," I warned. "Now clean up this mess before anyone gets home."

As you already know, my doubts about the alarm were quite justified. Papa, who always opens the door softly, was thoroughly soaked and angry as angry could be. Anyway, for a week after this, Anand did not dare try out anything new. Then we saw this film 'Back to the Future'. I don't know if you have seen it, but it's all about a time machine. Well, that was the end of peace and quiet in the house.

My brother decided that he had to make a time machine too. Papa locked up his tool box and hid the key while Ma kept a wary eye on her oven and mixer. Because, as I told you, when Anand is on one of his inventing binges, he takes apart all the gadgets in the house to collect parts. You can't imagine the noise that

elaborate: detailed

clanging: a loud ringing sound like that of a metal being hit

smugly: proudly

stealthily: quietly or carefully so that one is not seen or heard

sceptical: doubtful

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was going on—hammering and sawing and clattering. Anand's room, next to our room, was transformed into a network of wires, springs, levers, and bulbs. There was an enormous panel which was to be control switchboard. As for Anand, he went around looking like a savage. When Ma didn't notice, the fellow didn't even comb his hair.

frantic: hurried and disorganised

Anand just wouldn't let anyone into his room. Finally, after a fortnight of frantic activity, the time machine was ready. "We can try it out tonight," Anand announced to everyone at home at lunch time.

"I don't know what you've been up to in that room, but you're not trying out anything new," Papa said firmly.

"But it's a time machine! I've invented it," Anand protested.

"When I say NO, I mean NO," Papa said, glaring.

crestfallen look: sad and disappointed appearance

"Poor boy," Ma said noticing Anand's crestfallen look.

"At least let's take a look at it."

Papa sighed. "All right, but if the house falls, it's your fault."

As it turned out, we could not try out the time machine that day at all. The next day, Papa and Ma were going to Kharagpur, a few hours away from Calcutta (now Kolkata), for a wedding. Ma was worried about leaving us alone, but we reassured her. "We're old enough to look after ourselves, Ma," I said. "And we can go next door to Sharma Aunty if we need anything."

"And it's only one night," Anand added.

offended: felt upset or hurt

"All right. But promise me you won't do anything with that time machine till we come back," Ma said sternly, looking at Anand. He promised half-heartedly, offended at this lack of respect for his creation. I breathed a sigh of relief.

Let us discuss

I Complete the cause-and-effect table given below.

Causes	Effects
1. Anand set up his burglar alarm and rigged it to work when the door was opened softly.	

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2.	Anita was able to avoid any responsibility as Anand faced the consequences alone.
3. We watched the movie 'Back to the Future'.	Anand:
4. Papa firmly said 'NO' to trying out the time machine.	

II Do you think Anand was able to keep his promise regarding the time machine? If yes, why? If no, why not?

II

They left by the afternoon train and were coming back the following evening. Anand fell asleep immediately, but I stayed up to finish a novel. At about eleven thirty I thought I heard a scratching at the front door. Telling myself it was only my imagination, I went back to the book. A little later there was a rattle and a click. I was really scared, I can tell you, what with a murder story before me and then strange noises in the middle of the night! I shook Anand and whispered, "Listen, there's someone at the door."

"Go and open it then," he muttered groggily.

"You silly! Someone's trying to get in," I said.

Anand sat up. "Who? What?"

"I don't know," I said. "What shall we do?"

"Let's holler for help," he said. Before we could do anything, the door swung open and we found ourselves looking at a ruffianly fellow with a green scarf around his neck. Anand gasped.

"Hey, it's Boppa!" I whispered. It was indeed the fellow who had recently begun sweeping out the compounds in our row of houses. So, he was the thief, and no wonder. He knew exactly when the occupants were out, leaving the coast clear.

The fellow gave an evil grin. "One squeak out of you and see what happens," he said, brandishing his cudgel and backing out of the room. We heard him slide the latch in.

"What do we do now?" I asked in a low voice.

groggily: sleepily

ruffianly: rough or violent looking

gasped: took a short, deep breath in surprise

brandishing: waving

cudgel: a short, thick stick used as a weapon

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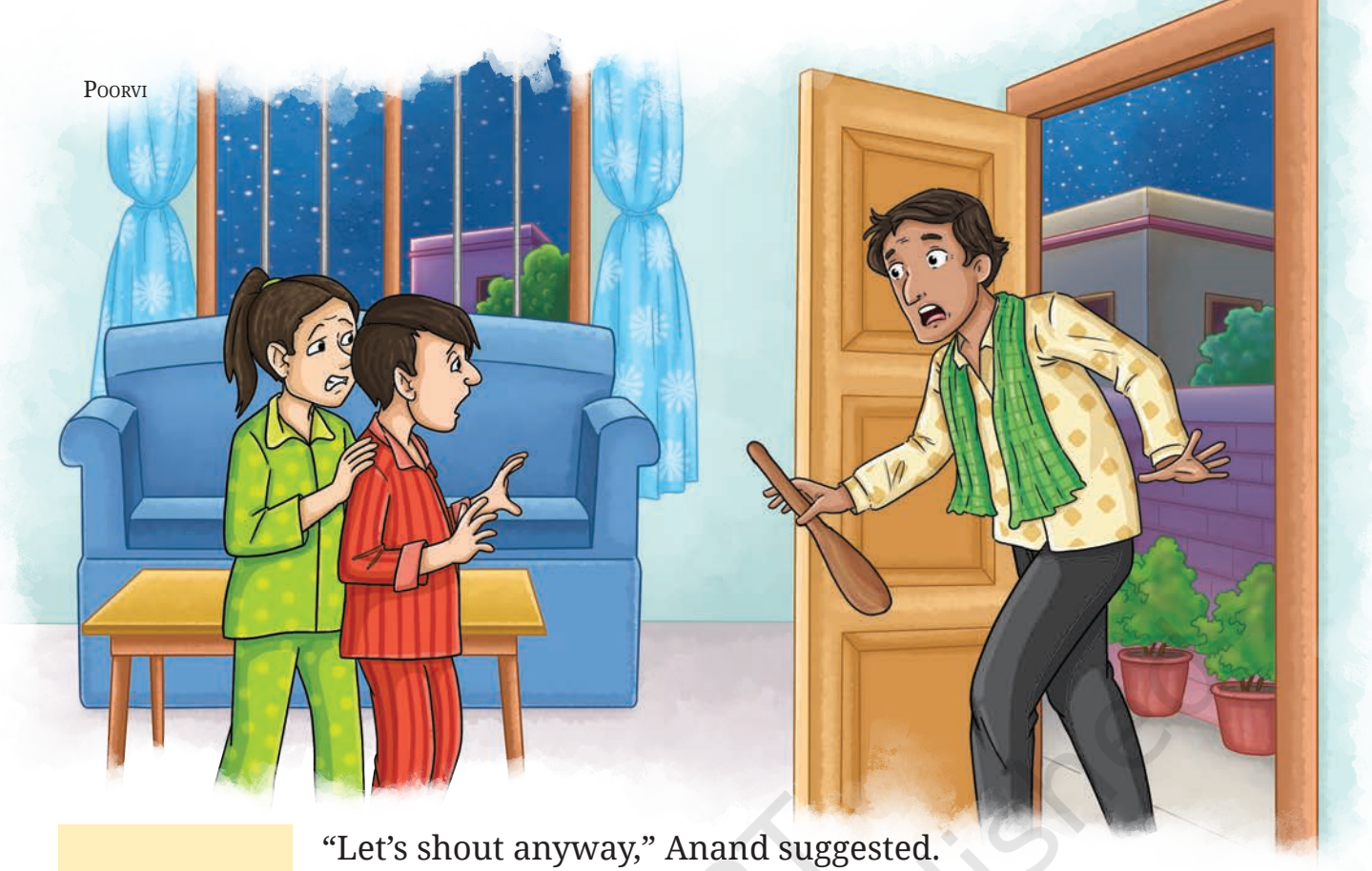

"Let's shout anyway," Anand suggested.

The door opened suddenly again in the middle of our discussion.

"No noise from you! Now, where is your father's room?"

I was about to direct him upstairs when Anand said quickly, "The one next to this one."

"You silly goose!" I said angrily as soon as the man had gone.

"That's your room. He'll come back as mad as mad can be."

"At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.

muffled: not a very clear and loud sound

eerie: strange

clattering: continuous loud noises

"My time machine, he's started it!" Anand gasped. "I wish we could get out of this room and see what is happening out there."

There was another howl, much fainter this time, and a great deal of clattering. We shouted for all we were worth. In a few minutes, we heard footsteps running up our drive. Thankfully we recognised Mrs. Sharma's voice, along with her husband and Dr. Mohan—also a neighbour.

"Anand! Anita! Children, what's the matter? Where are you?"

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"Here!" we shouted in unison. In a minute the door was unlocked.

unison: together

"What on earth has been happening here, children?" Sharma Uncle asked. Both Anand and I fell over ourselves trying to explain. "Where is the fellow now?"

"The last we heard, he was in the time machine," I explained hastily, seeing everyone looking rather puzzled.

hastily: quickly

We entered the room cautiously and turned on the lights. The time machine was still humming softly but otherwise there was no other sound from the room.

"Well, where is he?" Dr. Mohan asked, peering behind the door. "Did you imagine this?"

peering: looking carefully

"Oh no," I protested. "How could both of us have imagined the same thing?"

"Maybe he ran out," Anand suggested.

"I'm sure we'd have seen him. There's only one way out of this house and we came the same way as soon as we heard you," Sharma Uncle sounded very sure.

"Look!" Anand said, pointing to the floor. "He was wearing that." Near the panel of switches was the green scarf.

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indulgently: fondly

intruders: people who enter a place without permission

dismantled: taken apart

niggling: slight feeling (of)

"Let's search the house—perhaps he's still around," Dr. Mohan said, going upstairs.

Boppa was nowhere to be seen. "Well maybe he did run out and we missed him," Mrs. Sharma said at last, "I can't imagine what else could have happened."

"My time machine! He's gone through that!" Anand burst out, his eyes shining.

"What an imagination this boy has!" Mr. Sharma said, smiling indulgently. "Now off to bed, both of you. I'll spend the night here so you needn't worry about any more intruders now."

Needless to say, Boppa was never seen again. Anand insists that his time machine worked and he disappeared into the past. The machine itself was dismantled because Papa thought it wasn't safe (maybe he also had a niggling suspicion that it worked), so we couldn't try it out.

As for Anand, he is convinced that he is a genius and has launched a new project—something about a telephone to contact creatures in outer space. Tell you all about it next time.

ANITA RAU BADAMI

Let us discuss

Arrange the following events in the correct order of occurrence.

1. The door swings open, and they see Boppa, standing there with an evil grin.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
4. Anita wakes Anand up, informing him that someone is trying to get into the house.
5. Anand misleads Boppa into entering his room instead of his father's room.

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Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *Before beginning this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.*

   (i) Complete the following sentence suitably by choosing the correct option from those given in the brackets.

   When Anita says, "...let me put you in the picture", she wants to _____ (introduce/summarise) the situation for the benefit of the readers.

   (ii) Anand loves 'tinkering' with all sorts of electrical gadgets. This means that he enjoys _____ gadgets.

   A. dismantling and creating B. labelling or naming

   C. repairing or improving D. collecting and displaying

   (iii) Which of the following options most suitably describes Anand's personality?

   A. methodical and cautious B. creative and experimental

   C. energetic and hasty D. shy and reserved

   (iv) Based on the extract, compare what Anita thinks of her brother Anand with what he thinks of himself.

2. *I was about to direct him upstairs, when Anand said quickly, "The one next to this one."*

   "You silly goose!" I said angrily as soon as the man had gone.

   "That's your room. He'll come back as mad as mad can be."

   "At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.

   (i) Complete the sentence given below with a suitable reason.

   Anita was angry with Anand because _____.

   (ii) Which action of Anand shows his presence of mind?

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(iii) What might be the cause of the strange noises emerging from the next room?

A. The intruder moving furniture around

B. Anand's time machine getting activated

C. The intruder locating the light switch

D. Anand's invention malfunctioning

(iv) Which of the following best describes the atmosphere in this extract?

A. relaxing B. peaceful C. tense D. sad

E. suspenseful F. joyful

(a) A, D and E (b) B and F (c) C and E (d) Only D

II Complete the table with the suitable traits of the characters based on evidence from the text. Choose the traits given in the box below. An example has been done for you.

creative curious careful responsible bothersome confident

Character	Traits	Evidence from the Text
Anand	1. bothersome	*And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house.*
	2. _____	*He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.*
	3. _____	*"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."*
Anita	1. _____	*"We're old enough to look after ourselves, Ma..."*
	2. _____	*"But how does the alarm know that a burglar is opening the door?"*
	3. _____	*"Now clean up this mess before anyone gets home."*

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III Answer the following questions.

1. What prompted Anand to create the burglar alarm?
2. How did Anand's father become the target of the burglar alarm?
3. How did Anand's parents and sister react to his ideas?
4. How did Anand behave when he was on his 'inventing binges'?
5. Why did Mr. Sharma not believe Anand when he spoke about his time machine?
6. Give an ending to this story, explaining what might have happened to Boppa.

Let us learn

I Read the highlighted word in the following sentence.

*It's quite simple. The moment the door opens, this alarm is tripped off and makes a **clanging** sound.*

Such sound words are called onomatopoeic words.

Onomatopoeia is the use of words that imitate actual sounds of the thing they describe. The 'boom' of a firework exploding, the 'ding-dong' of a bell, the 'pitter-patter' of rain drops, the 'tick-tock' of a clock are all examples of onomatopoeia.

1. Read the sound words used in the story in Column 1. Complete Column 2 by matching expressions from the box given below. An example has been done for you.

whispered angrily
constant and loud construction noises
sudden loud sound of breaking
a continuous low and soothing sound

Column 1	Column 2
(i) Crash	sudden loud sound of breaking
(ii) Humming	
(iii) Hissed	
(iv) Hammering, sawing, clattering	

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II Read the highlighted phrase in the following sentence from the text.

*Well, that was the end of **peace and quiet** in the house.*

The highlighted phrase displays a combination of two words generally used together in a fixed order. Such phrases are called binomials.

Binomials are expressions consisting of two words, usually linked by a conjunction such as 'and' or 'or' that are commonly used together in a fixed order. The two words convey a single meaning or an opposite.

1. Match the words in Column 1 with the correct pairs in Column 2 to make binomials.

Column 1	Conjunction	Column 2
(i) safe	and / or	A. break
(ii) odds		B. cons
(iii) make		C. never
(iv) pros		D. take
(v) now		E. sound
(vi) give		F. ends

2. Complete the following sentences with suitable binomials from 1.

(i) This project will be a _____ moment for our team's success.

(ii) After a long journey, we were relieved to arrive home _____.

(iii) Every friendship works well when there is a balance of _____.

(iv) She organised all the _____ in the cupboard, to make space for new clothes.

(v) Before making a decision, it is important to weigh the _____ carefully.

(vi) This is our final chance to perform on stage, it is _____.

3. Complete the paragraph by using the phrasal verbs given in the box below.

tripped off let up turned out ran out of rigged up

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It had been raining and we (i) _____ time to set up for the function, so we quickly (ii) _____ some decorations using whatever materials we had. We accidentally (iii) _____ the fire alarm because of the smoke from the bonfire. Thankfully, the rain (iv) _____ just as the guests were arriving, and despite all the chaos, the function (v) _____ to be a huge success.

III Read the highlighted expressions in the following sentence from the text.

And this is not the first time he's ***got on Papa's nerves*** *or* ***frightened someone half to death*** *in the house.*

The highlighted expressions are called idioms.

An **idiom** is a phrase or expression that has a meaning different from the literal meaning of the individual words. It is like a special saying that people understand in a specific way. For example, 'It is raining cats and dogs' means it's raining very heavily.

Complete the following sentences by filling in the blanks with suitable idioms from the text given in the box below.

leaving the coast clear	get on our nerves	fell over ourselves
frighten me half to death	get a shelling	

1. Shekhar knew he would _____ for breaking his mother's favourite flower vase.
2. We _____ trying to help the injured dog and get it to the vet as quickly as possible.
3. Faizy distracted Kanchan, _____ for us to get inside the room to prepare the birthday surprise.
4. The constant power fluctuations during meetings can _____.
5. When I am alone at home, any unexpected loud noise in the night can _____.

IV Read the highlighted words in the given sentence.

It ***was*** *indeed the fellow who* ***had*** *recently* ***begun*** *sweeping out the compounds in our row of houses.*

Here we refer to two completed actions—the recent past (new action) and the later past (old action).

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1. Underline the verbs in simple past and past perfect tense for the following sentences from the text.

   (i) Ma had rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

   (ii) Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

2. Fill in the blanks with the simple past or past perfect form of the verbs given in brackets.

   (i) After Rohan A. _____ (finish) his homework, he B. _____ (decide) to go for a walk. He C. _____ (leave) the house and D. _____ (realise) he E. _____ (forget) his keys inside.

   (ii) By the time we A. _____ (reach) the station, the train B. _____ (already/leave). We C. _____ (wait) for the next one to arrive.

3. Combine the pairs of sentences using the time expressions in the boxes given below and rewrite them using the past perfect tenses. An example has been done for you.

   Example: Rohan had packed his suitcase before he left for the airport.

Old Actions	Time Expressions	New Actions
(i) Rohan packed his suitcase.	before, after, by the time, when	He left for the airport.
(ii) We started work.		He arrived in the morning.
(iii) They set up the tents.		The others brought food and medicine.
(iv) The students became quiet.		They heard the teacher coming.
(v) The villagers left the village.		The flood submerged the entire area.

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Let us listen

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1–5 given below. (Transcript for the teacher on pg. 136)

1. Toby misses his school.
2. Anita accepts Toby as her friend.
3. Anita asks Toby about one of his facial features.
4. Toby tells Anita that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.

II Listen to the conversation again and fill in the blanks with the exact words you hear.

1. Toby: I miss my _____ and home.
2. Toby: Well, we _____ don't need to eat anything. We get our _____ from the Sun.
3. Anita: Oh! Don't you ever feel like having ice creams and _____?
4. Anita: Okay, tell me one thing. How are you able to see with only_____ eye?
5. Toby: I can see beyond mountains and _____, woods and even _____.

Let us speak

I Read the following sentences from the text.

As usual, I had to be involved, though I'd have preferred to finish my novel.

"We're old enough to look after ourselves, Ma," I said.

The word 'though' is pronounced to rhyme with the word 'low'. The word 'enough' is pronounced to rhyme with the word 'puff'.

In English there are many words ending with –ough, which are pronounced very differently. Listen to the teacher say these words aloud and notice how they are pronounced.

bough	dough
through	cough
thought	plough

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Now, work in pairs. Pronounce these words out loud and put them in the correct boxes given below.

Sounds like 'oo'	Sounds like 'off'	Sounds like 'o'	Sounds like 'ow'	Sounds like 'aw'

Share more words that sound similar to the words in the table.

II Read the story given below aloud. Check the correct pronunciation with the teacher.

In spite of a nagging **cough**, the woman continued working in her farm, right **through** the **rough** weather. She filled up the **trough** with water for her cows and **ploughed** the fields to plant the seeds. She then plucked some raw mangoes from a low **bough** of a mango tree to make a spicy chutney. **Though** the day had been **tough**, she smiled peacefully as she had already prepared **dough** to make **enough** rotis for dinner.

III Now try saying this tongue twister fast as many times as you can clearly.

The boy with the tough dough on the rose bough fell in the trough and caught a cough.

Let us write

Think about different vocations that you see around or you are currently studying.

For example: electrician, mechanic, chef, nurse, graphic designer. You may add more vocations to the list given here.

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Now, choose a vocation and write a paragraph. You may use the hints given below.

- why you like this vocation
- what training is needed
- what tools and equipment are required
- who would your co-workers be
- highlight the importance of team work
- how you would deal with the customers
- how you plan to pursue it with a sense of pride

Let us explore

Creativity is 'thinking new things'; innovation is 'doing new things' and an invention is 'bringing ideas or objects together in a novel way to create something that did not exist before'. All it takes is a simple idea.

Human beings are naturally very curious and creative, and this has led to many scientific and technological inventions. You must have heard about many famous inventions. Some of them are mentioned below. You may look for the names of more such Indian inventors and their inventions.

- Sushruta (sixth century B.C.), was a pioneer figure in medical science. His innovations in surgery paved the way for modern surgery.

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- Dr. Janaki Ammal (Padma Shri) was a brilliant woman scientist of India who made a significant contribution to the field of cytogenetics.

- Under the directorship of Dr. A.P.J. Abdul Kalam (Bharat Ratna), Indian Space Research Organisation (ISRO) launched the satellite Rohini in near-earth orbit with India's first Satellite Launch Vehicle in 1980 (the project was named 'SLV-III').

- Dr. Narinder Singh Kapany (Padma Vibhushan) is known as Father of Fibre Optics. He played a pivotal role in inventing fibre optics. He was named one of the seven 'Unsung Heroes of the Twentieth Century' for his invention.

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Paper Boats

Let us do these activities before we read.

I Read the questions given below. Share your answers with your classmates and the teacher.

1. What comes to mind when you think about 'paper boats'?
2. What do you think someone might hope for when they send a paper boat down a stream?
3. Read the title of the poem 'Paper Boats' and predict what the poem might be about.

II Read the given paragraph and match the highlighted words with their meanings given in the box below.

loading speedily flowing swelling putting bouncing

I love to play beside a 1. **running** stream at a short distance from my grandparent's house. I love to see it 2. **skipping** along to join a river. On the river, I can see boats with 3. **bulging** sails moving swiftly. Some of them take the people from one shore to the other while in some of them people can be seen 4. **lading** things too. I can spend hours watching the busy river and dreaming about them, 5. **burying** my head in my pillow at night.

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Let us read

Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am.

I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

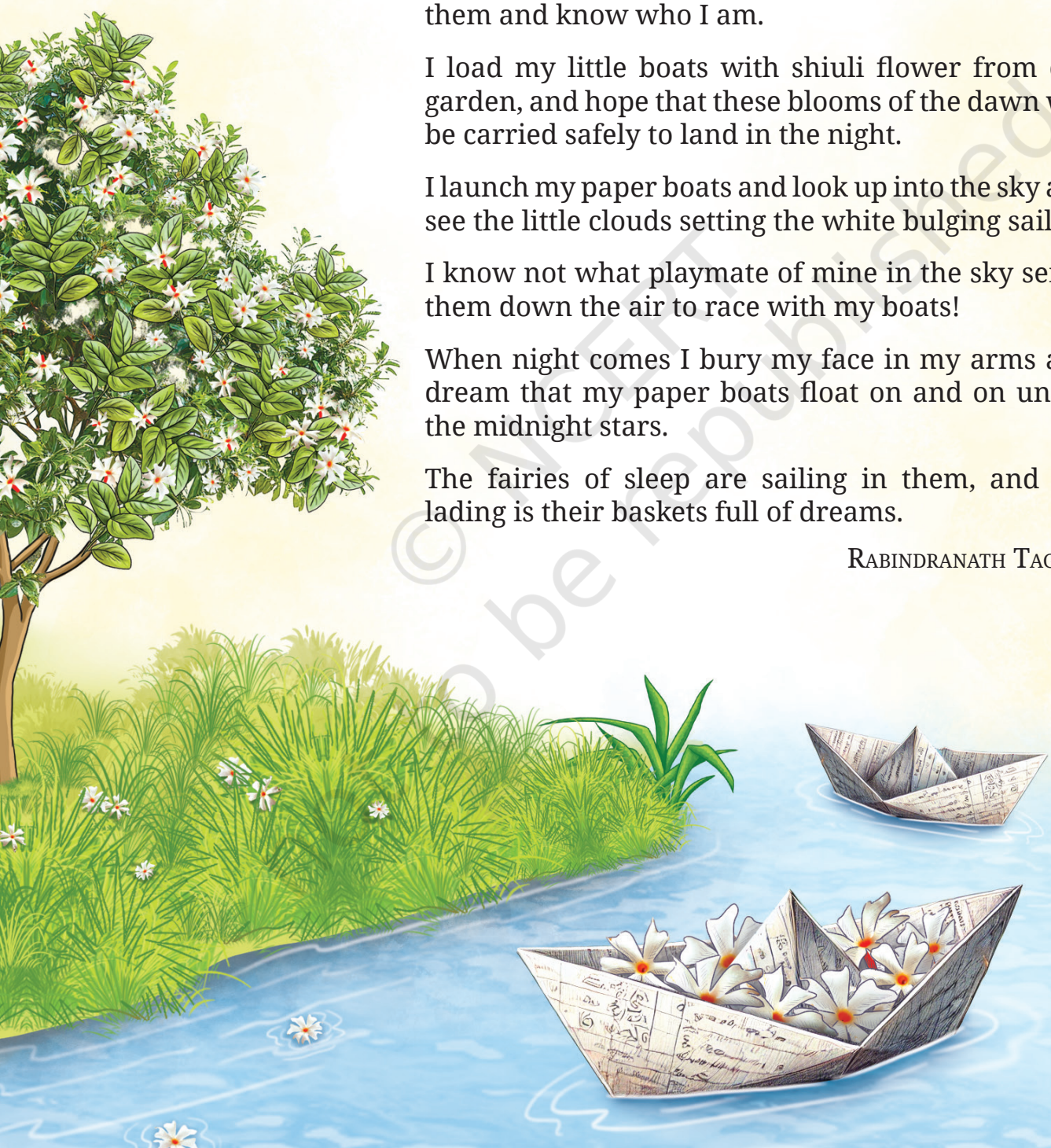
I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.

I know not what playmate of mine in the sky sends them down the air to race with my boats!

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

RABINDRANATH TAGORE



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Let us discuss

I Choose the correct words from the brackets to complete the summary of the poem given below.

The poet sends paper boats down a 1. _____ (stream/river) each day, writing his name and the name of his 2. _____ (school/ village) on them. He hopes that someone in a 3. _____ (strange/familiar) land will find them and know who he is. The poet fills his boats with 4. _____ (rose/shiuli) flowers from his garden, hoping they will be safely carried to another land at 5. _____ (night/morning). As he launches his boats, he imagines that the 6. _____ (clouds/birds) in the sky are like friends, racing with his boats. At night, he dreams that his paper boats continue to 7. _____ (swim/float) under the midnight stars, with the fairies of sleep sailing in them, their baskets full of 8. _____ (dreams/fruits).

II Choose the correct option for the following.

The theme of the poem is _____.

1. innocence 2. imagination 3. ignorance
4. playfulness 5. travel

(i) 1, 2 and 3 (ii) 3, 4 and 5 (iii) 1, 4 and 5 (iv) 1, 2 and 4

III Identify whether the following statement is **true** or **false**.

The setting of the poem is a natural, outdoor environment.

IV Complete the following sentence by choosing the correct word given within the brackets.

The tone is _____ (sad and serious/gentle and wishful) and the mood is _____ (thoughtful/boring).

V Identify the examples of alliteration from the poem.

VI Fill in the blanks with suitable words from the poem.

1. The repetition of words _____ and _____ emphasises the passage of time.
2. The poet uses imagery like _____ and _____ to create a clear picture in the minds of the readers.

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VII Match the descriptions in Column 1 with what they symbolise in Column 2.

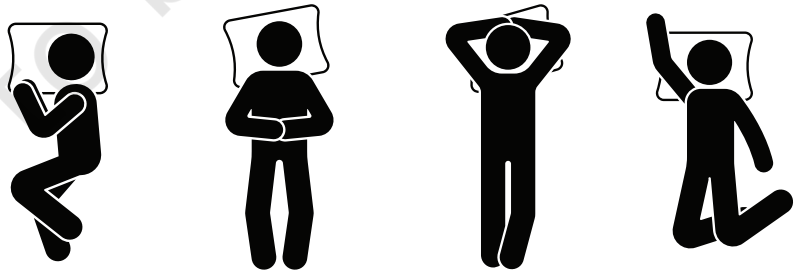
Column 1	Column 2
1. the child's innocence, dreams, hopes, and messages sent out into the world	(i) midnight stars
2. purity, beauty, and the start of a new day	(ii) paper boats
3. the vast universe and the child's dreams continuing through the night	(iii) shiuli flowers

Let us think and reflect

I Read the extract given below and answer the questions that follow.

1. *When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.*

(i) Select the option that is most likely to be the speaker as per the extract.



A. B. C. D.

(ii) What can be inferred about the speaker's feelings when night comes?

(iii) What kind of beings are the 'fairies of sleep' imagined as? Select the most appropriate option.

A. mischievous B. gentle C. fearsome D. playful

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(iv) Fill in the blank by selecting the correct option from those given in the brackets.

The phrase 'lading is their baskets full of dreams' suggests that the speaker imagines the fairies of sleep carefully _____ (carrying his dreams /collecting his wishes) in their baskets.

II Answer the following questions.

1. Why do you think the poet writes his personal details on the paper boats?
2. The poet talks about the imagination of a child. Support this view with examples from the poem.
3. How does the poet bring together imagination and reality to make the poem more interesting?

Let us learn

I The poet has used phrases like 'blooms of the dawn' and 'fairies of sleep' in the poem. In the same way we can create phrases. Now, select words from Column 1 and Column 2 and combine them with 'of'. Write as many phrases as possible in Column 3. An example has been done for you.

Column 1		Column 2	Column 3
wings		the birds	wings of the wind
waves		the wind	
dreams		the evening	
songs		the children	
glimmers	of	the rain	
cries		the stars	
tears		the thunder	
roars		the ocean	
shadows		the clouds	

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II The poet uses words like 'dawn', 'night' and 'midnight' to show different parts of the day. The box given below has some more words. Write the words in the appropriate columns.

twilight	dawn	dusk	sunrise	noon	daybreak
nightfall	sunset	midnight	sunup	forenoon	sundown
noontime	night-time	noonday	midday		

Morning	Afternoon	Evening	Night

III Match the words from the text given in Column 1 with their opposites in Column 2.

Column 1	Column 2
1. strange	(i) halt
2. dawn	(ii) emptying
3. launch	(iii) sink
4. bulging	(iv) dusk
5. float	(v) ordinary
6. lading	(vi) shrinking

Let us listen

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the **true** statements from 1–7. (Transcript for the teacher on pg. 137)

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1. Sai was trying to make an origami boat.
2. Sai's father used to do origami as a child.
3. Paper was very expensive so it was used only for special occasions.
4. People have been making paper cranes for thousands of years.
5. There is a belief that if you make a thousand paper cranes, your wish will come true.
6. The art of origami is about enjoying the process.
7. Sai's father suggests making a paper bookmark next time.

Let us speak

Create any craft item using eco-friendly materials. Make a presentation in front of your classmates and teacher about the craft item you have made.

Your presentation should include the following information:

- Introduction of the item
- Description of how you made it
- Reason why you like the craft
- Conclusion

Use the phrases given below to make your presentation.

- Today, I'm going to show you a... I made.
- This... is made of... (materials)
- It's... (describe colour, shape, size)
- It can be used to...
- First, I started by...
- Then, I used... (tool or material) to...
- The most difficult part was to...
- This... is special to me because...
- I hope you enjoyed seeing my craft and learning about it.
- Thank you for your attention.

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Let us write

A diary entry is a personal document. It records an individual's account of a day of her or his life expressing the thoughts, feelings and opinions in the individual's mind.

The guidelines to compose a diary entry include:

- mentioning day, date and time of writing it
- beginning with a general sentence describing the day or feelings towards an event or experience
- giving details
- concluding with a final remark

Now, write a diary entry expressing your joy experiencing a rainy day. You may begin as given below:

Friday, 15 July 20XX 6:30 p.m.

Dear Diary,

It was quite humid today. On my journey back from school, I wished that it would rain. And it did! ...

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Let us explore

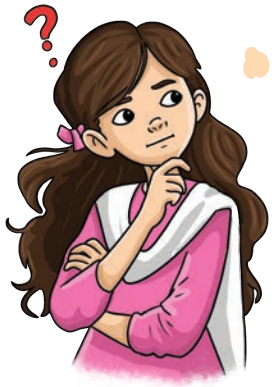
I *Shiuli* flowers often find a mention in Rabindranath Tagore's poems. These flowers are found in many parts of our country.

Look at the pictures of *shiuli* flowers and recall what you call them in your language.

1. Find out names of some more trees or plants in your locality which have fragrant flowers. Write their names in your language and English language. Draw any two flowers and colour them.

II Solve the riddles given below. Share your answers with your classmates and the teacher.

1. I have water that you cannot drink,
People come to see how in me the Sun sinks.
I can be rough, I can be calm,
I hold within myself plenty of charm.
My depths tell a never-ending tale.
Who am I with dolphins and the whale?



2. I sit in stillness, but move with the wind,
My surface mirrors the world you are in.
The trees around me live happily,
In me, you can take a dip daily.
Home to ducks, frogs, fish, and all,
Can you guess what I am, after all?

3. I gently travel through valleys deep,
My soft murmur can make you sleep.
Little paper boats float on me in rain
The merry laughter of the kids I gain.
You may sit beside me without any fear,
Who am I who skips along, crystal clear?

4. I have a bed, but I do not sleep.
I have a bank, but no money I keep.
I carry stories, old and new,
High mountains to the oceans blue.
I journey far to meet the sea,
Can you guess, who I can be?

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Reprint 2026-27

North, South, East, West

Let us do these activities before we read.

I Work in pairs. Discuss the place that you have enjoyed travelling to. Talk about who you went with, how you travelled, and what you learnt from the experience.

II Which State or Union Territory of India do you live in? Write the following details about it.

1. Part of the country—North, East, Northeast, West, South or Centre
2. Its capital
3. Language
4. River(s)
5. Tourist attraction
6. Food

III Work in pairs. Recall the names of the states of our country which have 'Pradesh' in their names. Mention if it is in the North, East, Northeast, West, South or Centre of our country. Recall any special feature about each 'Pradesh'. Share your answers with your classmates and the teacher.

First Part of the Name	Second Part of the Name	Part of the Country	Special Feature
1.	Pradesh		
2.			
3.			
4.			

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Let us read

Shaana, who lives in Rameswaram island, is travelling the length and breadth of the country with her parents, exploring the many landscapes, people and cultures of India. She shares her travel experiences through postcards that she writes to her friends back at school. Let us read these postcards.

30 April 20XX

Hi everyone,

You won't believe where I am!

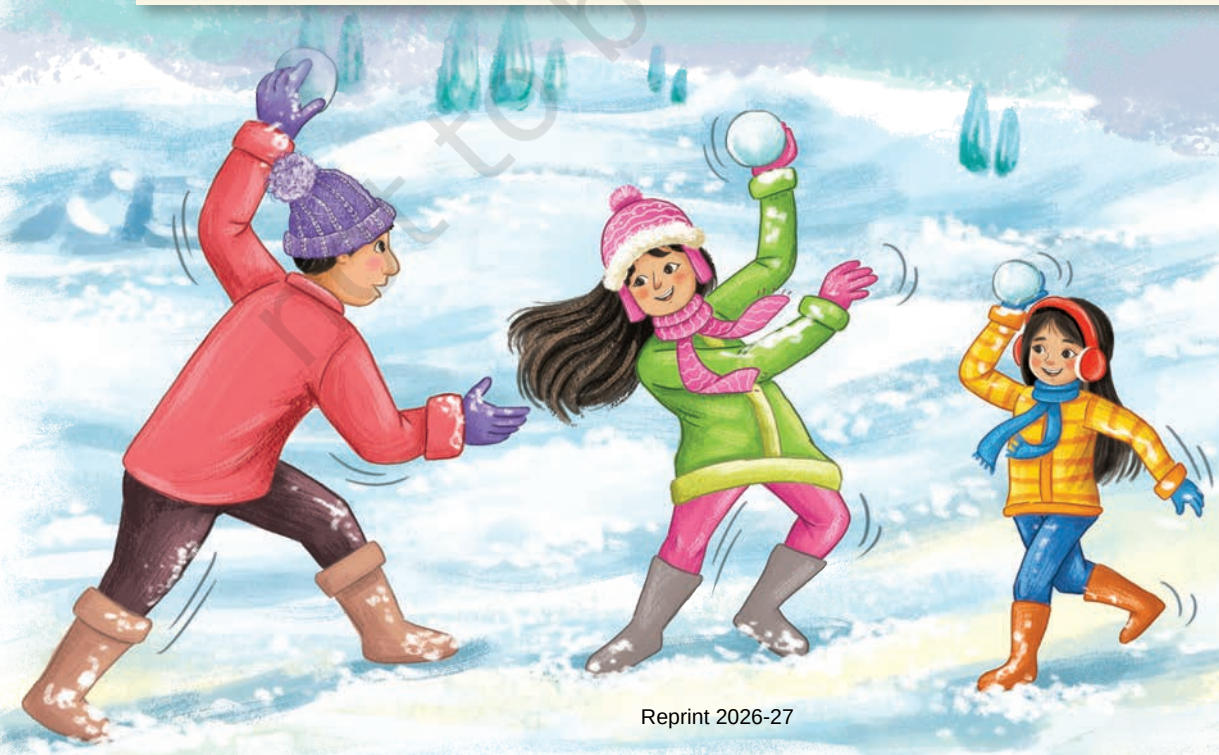
I'm way up north, at the Thajiwas glacier in Kashmir. The glaciers are white and blue and we have to wear four layers of clothes. Appa and Amma love it here, and they like throwing snowballs at each other. But they say there was much more snow last year.

I also like the snow, but my hands are shaking from not wearing gloves, so I don't think I can write any more.

Send my love to PT Miss and Library Ma'am.

Love,

Shaana



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10 May 20XX

Dear class,

We took another train yesterday and reached Himachal Pradesh. It is very quiet, and we can see so many mountains from our cabin. Colourful birds wake me with their chirping when the Sun rises in the east.

I also think I hear bears growling in the west when it gets dark. But Amma says that's just Appa snoring. I would love to meet a bear and give it a hug.

With love from your best friend,

Shaana

chirping: short, sharp sound made by birds

snoring: making a loud noise as one breathes while sleeping

17 May 20XX

Hi everyone,

Did you know that Arunachal Pradesh is far away from Himachal Pradesh? Himachal is in the north but Arunachal is all the way in the east. I thought all the Pradesh states sat next to each other.

We took two trains and drove a long time to get here. This morning, we walked through a forest to reach our treehouse. The forest here is so thick that if you blink or stop to tie your shoelaces, you will get lost.

I love Arunachal the best so far and am beginning to enjoy myself. I hope we get to see red pandas.

With love,

Shaana

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24 May 20XX

Dear classmates,

It did not take any time at all to travel south west and get to the Sundarbans in West Bengal. Today, Amma and Appa took me out onto the river in a small boat. Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.

We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

How is everyone? Are you missing me yet?

Love,

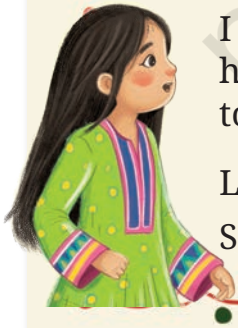
Shaana

30 May 20XX

Hi everyone,

We travelled across the country, all the way from east to west, from West Bengal to Gujarat, and it took us two-and-a-half days!

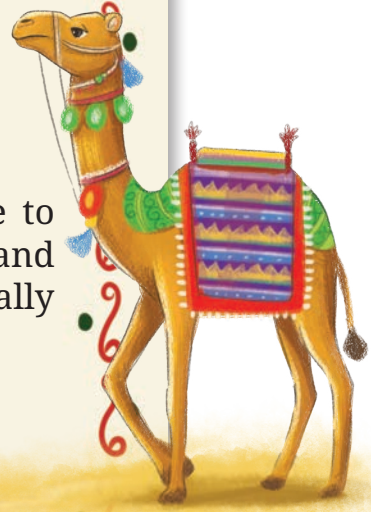
I don't know why my Amma and Appa brought me to the middle of the desert. It's hot, dry, and there's sand everywhere. It's like a beach without the sea! But I do really love the clothes here. They're so pretty and colourful.



I am sure you're all busy with your holiday homework. Amma gave me a surprise test today, and I passed with 88 per cent.

Love,

Shaana



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7 June 20XX

Dear class,

Today was the best day ever! We drove east from the desert to the Narmada river, which flows all the way to the centre of India, and it only took us six hours. In the afternoon, Amma, Appa, and I went rafting in the river and you won't believe how wild and scary it was. I always thought rivers were calm, but up close they're really fast. Appa says that there used to be a lot more water, and rafting was much scarier then.

rafting: the sport of travelling down a river in an air-filled rubber boat

I was fully wet by the time I was done, and Appa was so scared that he decided never to go rafting ever again. I love the water so much and can't wait to go back.

Your best friend,

Shaana

12 June 20XX

Dear classmates,

Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.

There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus. Maybe when we're in Class 11.

Love,

Shaana

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17 June 20XX

Dear friends,

I can't believe we're in the same state again! We travelled south, and I will be home soon.

We reached Chennai yesterday, and on the way to Puducherry, we decided to learn how to surf. I think I'm good at it now because I only fell down twice. Amma and Appa splashed water on each other and behaved like children. It's a good thing I was there to control them.

The beaches here are not like the ones we have on our island. The waves are a lot rougher and the water is browner, but I still like it here.

Your best friend,

Shaana

surf: (here) a water sport that involves standing on a long lightweight board and riding a wave to the seashore

22 June 20XX

Hi everyone,

I just crossed the Pamban bridge.

I could see the ocean on both sides. How amazing that a train can travel across the sea like this!

I'm almost home, and I can't wait to give you my final letter in person.

Love,

Shaana

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24 June 20XX

Dear classmates,

I thought Amma and Appa would be tired from all our travelling, but we made one last stop at the Olaikaadu beach before we reached home. And I'm so happy we did.

Amma wanted to teach me how to dive, but they did not have diving suits my size, so I spent the day floating and looking at the fish while my parents dove below me.

We found all sorts of pebbles on the beach, and I can't wait to give them to you in person tomorrow.

Your best friend,

Shaana

dive: (here) swim underwater with special breathing equipment; (past tense: dove)

pebbles: small, smooth stones

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25 June 20XX

Dear Amma and Appa,

I can't believe we travelled across the whole country! I know we're going to miss visiting the forests, glaciers, deserts, wetlands, plateaus, and mountains. And we are going to miss hearing all those new languages and meeting all those different people. But we're finally home now, and we can join our friends again.

I hope we get to travel like this again, and maybe next time we can take our friends with us.

With love,

Shaana

C.G. Salamander

(Excerpts from *North, South, East, West)*

Let us discuss

Complete the table given below based on Shaana's postcards. An example has been done for you. Share your answers with your classmates and the teacher.

Places Visited	Interesting Descriptions and Activities
1. Thajiwas glacier, Kashmir	white and blue glaciers; throwing snowballs
2. Himachal Pradesh	
3.	walking through a thick forest to reach the tree house
4. Gujarat	
5. The Narmada river	
6. Chennai	
7.	floating and looking at the fish; Appa and Amma went for a dive

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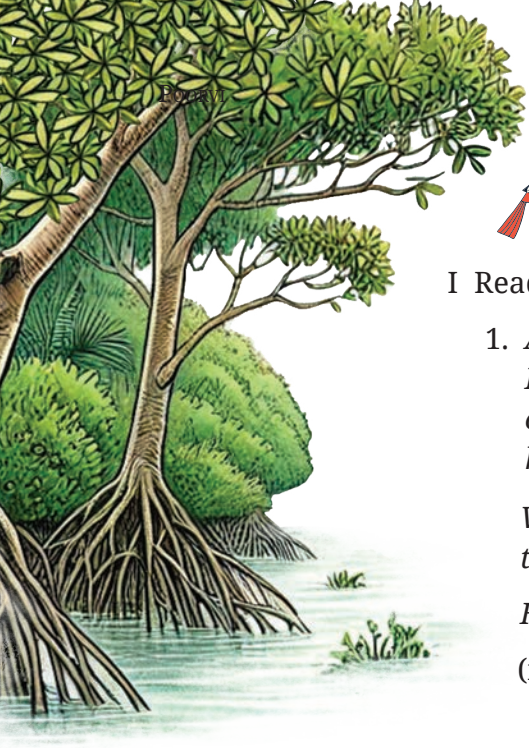


Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.*

   We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

   How is everyone? Are you missing me yet?

   (i) What feeling does Shaana most likely experience when she says, "I never knew such a place existed..."?

   A. pride B. hope C. relief D. wonder

   (ii) Complete the following sentence with a suitable reason.

   Amma is sad about the frequent flooding in Sundarbans because _____.

   (iii) Select the evidence from the text that reflects a feeling of the speaker's slight nervousness.

   (iv) Select the option that applies to both the Assertion and the Reason.

   Assertion : The speaker is missing her friends.

   Reason : The speaker wishes to know the well-being of her friends.

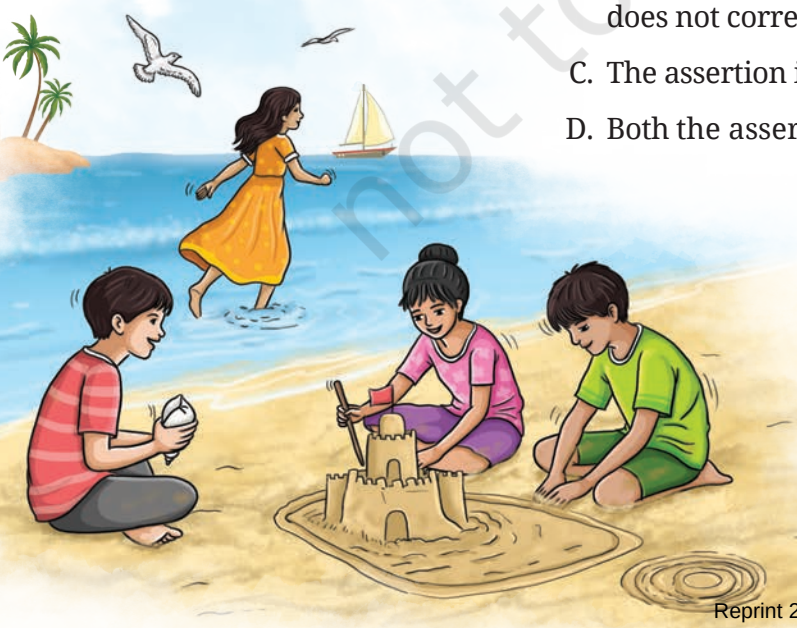
   A. Both the assertion and the reason are true, and the reason correctly explains the assertion.

   B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion.

   C. The assertion is true, but the reason is false.

   D. Both the assertion and the reason are false.

2. *Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.*



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There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.

(i) Complete the sentence with a suitable reason.

The speaker chooses to stay awake because _____.

(ii) What does the speaker mean by saying, 'You won't believe how nice the plateaus look'?

(iii) What has been the change in the speaker's attitude towards tunnels?

A. from fear to comfort B. from courage to confidence

C. from doubt to clarity D. from fascination to delight

(iv) Fill in the blanks with the correct option from those given in the brackets.

The speaker's wish to share the experience of touring the plateaus with others indicates her _____ (ability to communicate/sense of connection) as well as the value she places on _____ (shared experiences/updating information) with her peers.

II Answer the following questions.

1. Shaana mentions that she used to be afraid of tunnels. What could have been the most likely reason for her to be scared of tunnels?
2. Do you think Shaana's Appa and Amma enjoyed themselves, just like children do? Support your answer with evidence from the text.
3. Shaana mentions less snow in the glaciers and more flooding in the Sundarbans. Explain what these observations indicate.
4. Shaana's visits to different parts of the country highlight the diversity of India's geography. Support this statement with evidence from the text.
5. How does Shaana use language to convey her excitement, curiosity, and sometimes her fears about the places she visits?
6. What might Shaana have learnt from her travels across India? How would it impact her understanding of the country?
7. What could be the author's purpose of presenting the text in the form of postcards?

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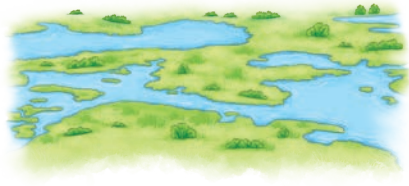
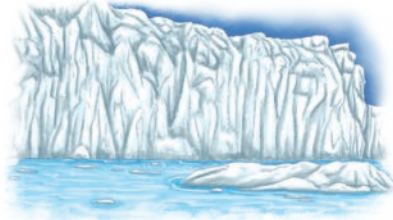
Let us learn

I Read the words from the text given in Column 1 and match them with suitable pictures in Column 2.

Column 1		Column 2
1. glaciers	(i)	
2. treehouse	(ii)	
3. wetlands	(iii)	
4. plateaus	(iv)	
5. pebbles	(v)	
6. rafting	(vi)	

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II Read the situations given in Column 1. Choose the associated words from the text given in the box below and write them in Column 2. An example has been done for you.

blink scary existed amazing splashed floating

Column 1	Column 2
1. In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep.	scary
2. There used to be a bookstore near my house. But it is now shifted to the town.	
3. The flashes of light from the car made her suddenly close and open her eyes several times.	
4. The children jumped into the pool and threw water at each other with loud noises.	
5. My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience.	
6. When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky.	

III The following word grid has six words related to 'travel' used in the lesson. Circle the words in the grid. You can search horizontally and vertically. The last letter of each word has been highlighted.

C	E	H	B	O	A	**T**	T	R	A
T	M	A	T	B	D	R	O	V	**E**
R	F	T	F	Y	I	O	U	F	I
P	G	I	C	A	K	I	**R**	B	F
D	R	A	S	T	R	A	I	**N**	T
N	E	X	R	S	E	A	F	A	A
W	A	L	K	E	**D**	R	M	E	U
S	C	Z	L	K	G	A	E	W	G
M	H	N	M	B	R	L	J	S	D
L	E	K	D	E	N	S	K	Q	Y
E	**D**	S	Q	U	A	B	L	R	M

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IV Read the following sentences from the text and underline the subject and the verb.

1. *Amma and Appa are fast asleep.*

   (When the subject of a sentence has two or more nouns or pronouns that are connected by 'and', we use a plural verb).

2. *It's hot, dry, and there is sand everywhere.*

   (In case the subject is 'it', the verb that follows is either 'is' or 'was' depending on the tense of the sentence).

3. *There are so many hills here, and beaches too.*

   (When we begin a sentence with 'there', the subject comes after the verb).

The subject of a sentence is closely linked to the verb. The verb form changes depending on whether the subject is singular or plural and if it is in the third person. Choosing the correct verb based on the subject is called **subject-verb agreement**.

Let us understand subject-verb agreement better.

- A subject and its verb must agree, even if other words or phrases come between them.

  The formation of paragraphs **is** important in writing.

- When the subjects are considered individually, we use a singular verb.

  Every man and woman **has** the right to vote.

- Collective nouns such as 'class', 'committee', 'audience', 'team' can be singular or plural, based on the context of the sentence. If the sentence implies the group is acting as one unit, the noun is singular and takes a singular verb.

  The committee **decides** on the new policy tomorrow.

- The indefinite pronouns 'each', 'either', 'every', 'much', and 'neither' always require singular verbs.

  Each of the children **was** given a gift.

- Subjects that look plural because they end in 's' but refer to one thing are singular.

  Mathematics **is** an interesting subject.

- Some nouns (like glasses, scissors, pants, and tongs) are plural but take a singular verb when the phrase 'pair of' is placed before it. Here, 'pair' is the subject.

  This pair of scissors **is** sharp.

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- When subjects are joined by 'or' or 'nor', the verb should match the subject that is closer to it.
  - ✓ Neither the students nor the teacher **wants** to cancel the trip.
  - ✓ Either the manager or the employees **are** responsible for the mistake.

V Choose the correct option from the words given in the brackets.

1. A pair of sunglasses _____ (is/are) essential when travelling to sunny destinations.
2. Either the tour guide or the tourists _____ (has/have) to arrive first at the meeting point.
3. The information on travel expenses _____ (is/are) useful for first-time travellers.
4. Neither the flight crew nor the pilot _____ (was/were) aware of the delay.
5. The news about the heavy rains _____ (makes/make) many people reconsider their vacation plans.
6. A pair of binoculars _____ (is/are) useful for spotting wildlife on a safari.
7. The hill stations in India _____ (remains/remain) a popular travel destination during winter.
8. Keeping accounts _____ (is/are) important for spending money wisely during travel.
9. Either the ticket or the bus passes _____ (need/needs) to be used for travelling in the tourist bus.
10. Neither the passengers nor the taxi driver _____ (was/were) aware of the best route to the hotel.

Let us listen

You will listen to a girl speak about the story of how Agartala got its name and the importance of *agar*. As you listen, choose the correct option for the questions given below. (Transcript for the teacher on pg. 138)

1. What does the word 'Agartala' mean?

   (i) under the agar tree (ii) beside the agar tree

   (iii) around the agar tree

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2. Which of these is another name for agarwood trees?

   (i) gharuwood (ii) sandalwood (iii) rosewood

3. What kind of smell does agarwood have?

   (i) woody and citrusy (ii) woody and flowery

   (iii) fresh and citrusy

4. How is agarwood formed?

   (i) when the tree dries (ii) when the tree dies

   (iii) when the tree gets infected

5. What is agarwood used to make?

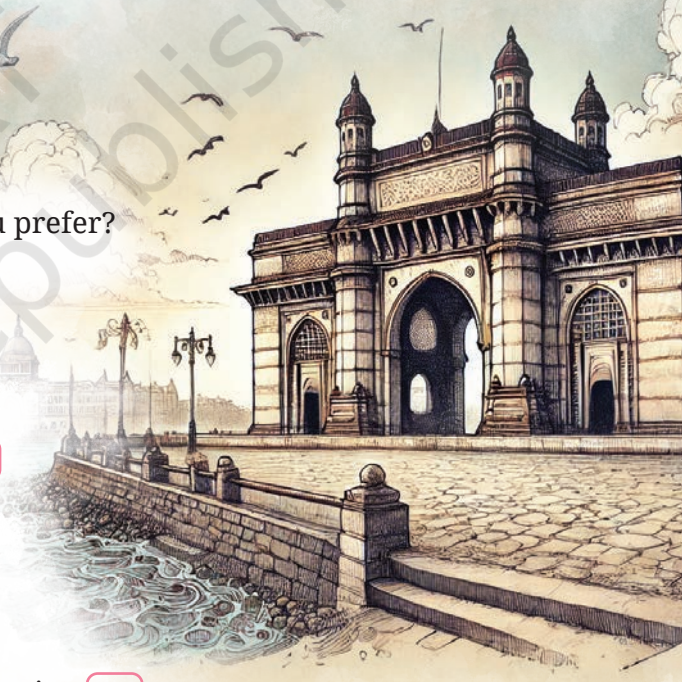
   (i) incense and edible oil

   (ii) perfumes and wood carvings

   (iii) gum and candies

Let us speak

Read the questions listed below.
Which of the two given options do you prefer?



1. How do you like to travel?

   Bus ☐ train ☐

2. What kind of a trip do you like?

   Family trip ☐ school trip ☐

3. Where would you like to go?

   Beaches ☐ mountains ☐

4. What do you like to do on a trip?

   Adventure activities ☐ sightseeing ☐

5. When do you like to travel?

   Winter ☐ summer ☐

6. What kind of places would you like to visit?

   Historic monuments ☐ wildlife sanctuaries ☐

7. How long a trip would you like?

   Short ☐ long ☐

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Now, work in pairs and tell each other about your preferences with respect to the questions. You may use the phrases given below to speak about your choices.

- I prefer... to... because...
- I would rather... than... because...
- I like... better than... as...
- ... is or are better than... because...
- ... appeal or appeals to me more than... as...
- I am alright with both, but I prefer... because...
- Given a choice, I would go for... over... as...

Let us write

Imagine that you have to travel to your hometown to attend a family event. Write an application to the Principal of your school, requesting leave of absence. Remember to include the duration of the leave, the reason for the leave and mention how you will complete your school work. Use the format of the application and the verbal cues given below.

_____ (House no. and street)
_____ (City)
_____ (State or Union territory)
_____ (Date)

The Principal
_____ (Name of your school)
_____ (City)
_____ (State or Union territory)

Subject: Request for leave for... days

Dear _____ (Madam or Sir),

I am writing to request _____ days leave with effect from _____ to _____ in order to attend _____.

I would like to assure you that I would _____.

I would be grateful if you could grant me the leave.

Yours sincerely,
_____ (Name)
_____ (Class, Section, Roll Number)

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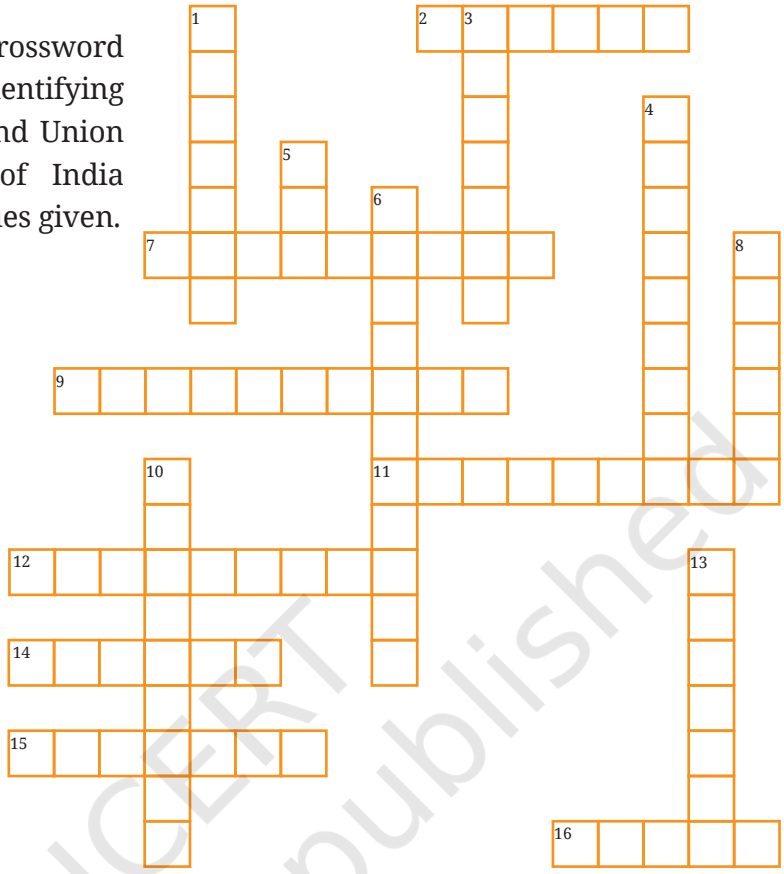
Let us explore

I Solve the crossword puzzle by identifying the States and Union Territories of India using the clues given.



Across

2. Pangong Lake
7. Thar Desert
9. Serenity Beach
11. Hampi
12. Nagarjuna Sagar Dam
14. Thangka Paintings
15. Rann of Kutch
16. Nalanda University

Down

1. Dampa Tiger Reserve
3. Cellular Jail
4. Double Decker Living Root Bridge
5. Dudhsagar Falls
6. Gangotri Glacier
8. Chilika Lake
10. Chota Nagpur Plateau
13. Kurukshetra

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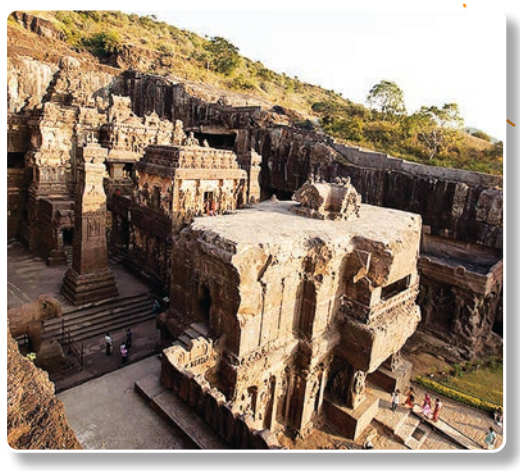
II There are many ancient places to visit in India. For example, Kailasa, the majestic cave temples of Ellora. They are officially listed on the World Heritage list by UNESCO. These caves were carved out of the vertical basalt cliffs of the Sahyadri hills. You may visit this site to know more about these caves- https://indianculture.gov.in/stories/kailasa-majestic-temple-ellora



The Kailasa Temple
Source: UNESCO

1. Rani-ki-Vav (the Queen's Stepwell) is located at Patan, Gujarat and is also on the World Heritage list by UNESCO. Stepwells are a distinctive form of water resource and storage systems on the Indian subcontinent, and were constructed during ancient times. They evolved over time from what was basically a pit in sandy soil towards elaborate multi-storey works of art and architecture.

Rani-ki-Vav
Source: UNESCO

Now, find out about the unique places in your village, region or state and share the details with your classmates and the teacher.

III The Hornbill festival is a unique festival that is held annually in the Kisama village near Kohima, the capital of Nagaland.

In groups of four, find out about this festival—when it is held, who participates in it, what its purpose is, what events are held, etc. Share your findings with your classmates and the teacher.

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TRANSCRIPTS

My Brother's Greatest Invention

Let us listen *(refer to page 105)*

I You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the **true** statements from 1–5.

Anita : Hi, Toby! Do you miss your planet?

Toby : Very much, Anita! I miss my people and home.

Anita : Oh! I wish I could do something about it! But I am happy to have you as my friend.

Toby : Thank you, Anita!

Anita : Er... could you tell me something more about yourself?

Toby : Why not! What do you want to know about me, Anita?

Anita : What do you eat for breakfast?

Toby : Well, we Martians don't need to eat anything. We get our energy from the Sun.

Anita : Oh! Don't you ever feel like having ice creams and chocolates? I can't think of life without them!

Toby : No, Anita! We are made of different stuff.

Anita : Okay, tell me one thing. How are you able to see with only one eye? I see only one big eye in the centre of your face.

Toby : My friend, we Martians need only one eye to see clearly. In fact, I can see even with my eye closed. I can see beyond mountains and clouds, wood and even metals. I can see that you are carrying a toy in your pocket. It's a blue aeroplane. Isn't it? And yes! That apple you just had for breakfast is going round-and-round in your stomach right now!

Anita : *(gasps in disbelief)* Oh my goodness!

II Listen to the conversation again and fill in the blanks with the exact words you hear.

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Paper Boats

Let us listen *(refer to page 114)*

You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the **true** statements from 1–7.

Father : Sai dear! What are you working on there with all that paper?

Sai : Baba, I am trying to make an origami crane, but it's a bit tricky. I keep messing up the folds.

Father : Ah, origami! I remember doing that when I was your age. You know, Sai, origami has a really interesting history.

Sai : Really? I thought it was just something fun to do with paper.

Father : It is fun, but it's also an age-old art form. Origami started in Japan over a thousand years ago. Back then, paper was really expensive, so it was only used for special occasions, like religious ceremonies.

Sai : Wow, I didn't know that. So, it wasn't just for doing crafts?

Father : It wasn't until the seventeenth century that people began making animals, flowers and other designs just for fun.

Sai : So, people have been making paper cranes for hundreds of years?

Father : Yes, and the crane is especially important in Japanese culture. It's a symbol of peace and long life. There's even a belief that if you fold a thousand paper cranes, you can make a wish, and it will come true.

Sai : A thousand cranes? That's a lot! But it sounds like a really nice tradition.

Father : It is. Origami isn't just about the final shape—it's about the process, the patience and the creativity involved. And over the years, it's spread all over the world, with people adding their own styles and techniques.

Sai : I had no idea origami had such a long history. It makes folding this crane feel even more special.

Father : I'm glad you think so, Sai. Perhaps we can start with something simpler next time. How about we make an

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origami paper boat next? It's easier, and we can float it in the stream outside.

SAI : A boat sounds awesome! Let's do it! But first, I want to finish this crane. Can you help me with the last few steps?

FATHER : Of course! Let's finish this crane together. After that, we'll sail our paper boat.

NORTH, SOUTH, EAST, WEST

Let us listen *(refer to page 131)*

You will listen to a girl speak about the story of how Agartala got its name and the importance of *agar*. As you listen, choose the correct option for the questions given below.

Hi everyone,

We all know that Agartala is the capital of Tripura. But did you know how Agartala got its name? It's made up of two words: '*agar*', which is a type of tree, and '*tala*', meaning underneath. So, Agartala means 'under the agar tree'. These trees are also called aloeswood, eaglewood, or gharuwood. It is also referred to as 'wood of the gods'.

Agarwood, the wood from these trees, is really special. It smells amazing—like a mix of woody and flowery scents. It is one of the rarest and the most expensive woods in the world. People have used it for thousands of years in medicines, perfumes and rituals. It has been described as early as 1400 BCE in the Vedas. The Egyptians are believed to have used agarwood incense as part of their rituals more than 3,000 years ago.

Here's something even more remarkable—agarwood only forms when the tree is hurt or infected with a bug or virus. Instead of dying, the tree creates this dark, sticky, sweet-smelling substance called agar oil which protects it from further infection.

Agarwood is very important to people in Agartala. It's used to make perfumes, incense, and the hand carvings which Tripura is famous for.

And here's the best part: the tree was once almost extinct, but now, thanks to people taking care of it, you can find it in almost every house in northern Tripura. How great is that!

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UNIT 4

TRAVEL AND ADVENTURE

THE TUNNEL

0773CH04

Let us do these activities before we read.

I What kind of an adventure activity would you like to be a part of? Now, choose the option(s) that best applies to you.

1. How would you like to spend your weekends?
   (i) Trying new activities (ii) Reading a book
   (iii) Spending time with friends (iv) Learning something new
2. Which of these places would you prefer to explore?
   (i) Dense forests and clear streams
   (ii) Magical lands with fairies
   (iii) Busy cities with interesting people
   (iv) Quiet places to think and create
3. Which one of these activities would you prefer to do?
   (i) Climbing a mountain or exploring a jungle
   (ii) Finding a hidden treasure or discovering a secret world
   (iii) Solving puzzles or guessing riddles with friends
   (iv) Making something creative or building a model
4. What do you think about teamwork?
   (i) I love leading the team.
   (ii) I enjoy working with others.
   (iii) I prefer sharing ideas with friends.
   (iv) I like working alone.

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Based on your choices, which of the following do you think applies the best to you? Discuss with your classmates.

- Bold Explorer
- Imaginative Dreamer
- Energetic Planner
- Thoughtful Creator

You may add to the list as per your choices.

Let us read

shimmered: shined with a light that appears to move

railway embankment: a stone wall made to carry the railway over low ground

cutting: a narrow valley cut through a hill to make space for a railway line

scrub-covered: covered with short trees and bushes

I

It was almost noon, and the jungle was very still, very silent. Heat waves shimmered along the railway embankment where it cut a path through the tall evergreen trees. The railway lines were two straight black serpents disappearing into the tunnel in the hillside.

Suraj stood near the cutting, waiting for the midday train. It wasn't a station, and he wasn't catching a train. He was waiting so that he could watch the steam engine come roaring out of the tunnel.

He had cycled out of the town and taken the jungle path until he had come to a small village. He had left the cycle there, and walked over a low scrub-covered hill and down to the tunnel exit.

Now he looked up. He had heard, in the distance, the shrill whistle of the engine. He couldn't see anything, because the train was approaching from the other side of the hill;

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but presently a sound like distant thunder issued from the tunnel, and he knew the train was coming through.

A second or two later, the steam engine shot out of the tunnel, snorting and puffing like some green, black, and gold dragon, some beautiful monster out of Suraj's dreams. Showering sparks left and right, it roared a challenge to the jungle.

Instinctively, Suraj stepped back a few paces. Waves of hot steam struck him in the face. Even the trees seemed to flinch from the noise and heat. And then the train had gone, leaving only a plume of smoke to drift lazily over the tall shisham trees.

The jungle was still again. No one moved.

Suraj turned from his contemplation of the drifting smoke and began walking along the embankment towards the tunnel.

The tunnel grew darker as he walked further into it. When he had gone about twenty yards, it became pitch dark. Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.

The tunnel was still full of smoke from the train, but it would be several hours before another train came through. Till then, the cutting belonged to the jungle again.

instinctively: without thought or plan

flinch: make a quick movement

plume of smoke: long, thin cloud of smoke

shisham: a tree found in northern parts of India

contemplation: deep thought

reassure: comfort, calm

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scuttled: ran hurriedly

dazzled: blinded by bright light

swishing: moving with a brushing sound

Suraj didn't stop, because there was nothing to do in the tunnel and nothing to see. He had simply wanted to walk through, so that he would know what the inside of a tunnel was really like. The walls were damp and sticky. A bat flew past. A lizard scuttled between the lines.

Coming straight from the darkness into the light, Suraj was dazzled by the sudden glare and put a hand up to shade his eyes. He looked up at the tree-covered hillside and thought he saw something moving between the trees.

It was just a flash of orange and gold, and a long swishing tail. It was there between the trees for a second or two, and then it was gone.

About fifteen metres from the entrance to the tunnel stood the watchman's hut. Marigolds grew in front of the hut, and at the back there was a small vegetable patch. It was the watchman's duty to inspect the tunnel and keep it clear of obstacles.

Every day, before the train came through, he would walk the length of the tunnel. If all was well, he would return to his hut and take a nap. If something was wrong, he would walk back up the line and wave a red flag, and the engine driver would slow down. At night, the watchman lit an oil lamp and made a similar inspection of the tunnel. Of course, he would not stop the train if there was a porcupine on the line. But if there was any danger to the train, he'd go back up the line and wave his lamp to the approaching engine. If all was well, he'd hang his lamp at the door of his hut and go to sleep.

obstacles: things that block the way

porcupine: a small animal (large rodent) with sharp spikes on its back

He was just settling down on his cot for an afternoon nap when he saw the boy emerge from the tunnel. He waited until Suraj was only a metre or so away and then said, "Welcome, welcome. I don't often have visitors. Sit down for a while, and tell me why you were inspecting my tunnel."

"Is it your tunnel?" asked Suraj.

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"It is," said the watchman. "It is truly my tunnel, since no one else will have anything to do with it. I have only lent it to the Government."

Suraj sat down on the edge of the cot.

"I wanted to see the train come through," he said. "And then, when it had gone, I thought I'd walk through the tunnel."

"And what did you find in it?"

"Nothing. It was very dark. But when I came out, I thought I saw an animal—up on the hill—but I'm not sure, it moved off very quickly."

"It was a leopard you saw," said the watchman. "My leopard."

"Do you own a leopard too?"

"I do."

"And do you lend it to the Government?"

"I do not."

"Is it dangerous?"

"No, it's a leopard that minds its own business. It comes to this range for a few days every month."

range: area

"Have you been here a long time?" asked Suraj.

"Many years. My name is Sunder Singh."

"My name's Suraj."

"There is one train during the day. And there is one train

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night mail: a train that runs at night

during the night. Have you seen the night mail come through the tunnel?"

"No. At what time does it come?"

"About nine o'clock, if it isn't late. You could come and sit here with me, if you like. And after it has gone, instead of going to sleep I will take you home."

"I'll ask my parents," said Suraj. "Will it be safe?"

"Of course. It is safer in the jungle than in the town. Nothing happens to me out here. But last month, when I went into town, I was almost run over by a bus."

Sunder Singh yawned and stretched himself out on the cot. "And now I am going to take a nap, my friend. It is too hot to be up and about in the afternoon."

"Everyone goes to sleep in the afternoon," complained Suraj. "My father lies down as soon as he's had his lunch."

"Well, the animals also rest in the heat of the day. It is only the tribe of boys who cannot, or will not, rest."

Sunder Singh placed a large banana leaf over his face to keep away the flies, and was soon snoring gently. Suraj stood up, looking up and down the railway tracks. Then he began walking back to the village.

Let us discuss

1. Suraj compares the train to a magical creature. Pick the phrases that convey the meaning.
2. Suraj knew that the train was close by because _____.
3. What did Suraj see inside the tunnel?
4. Select the correct option.

   What does Sunder Singh convey about the tunnel?

   He says that _____ (it is damp and sticky inside/he has lent it to the Government).
5. The watchman has created a system through which he informs the locomotive driver about any danger in the tunnel. The following flow chart shows this system. Refer to the text and complete the flow chart.

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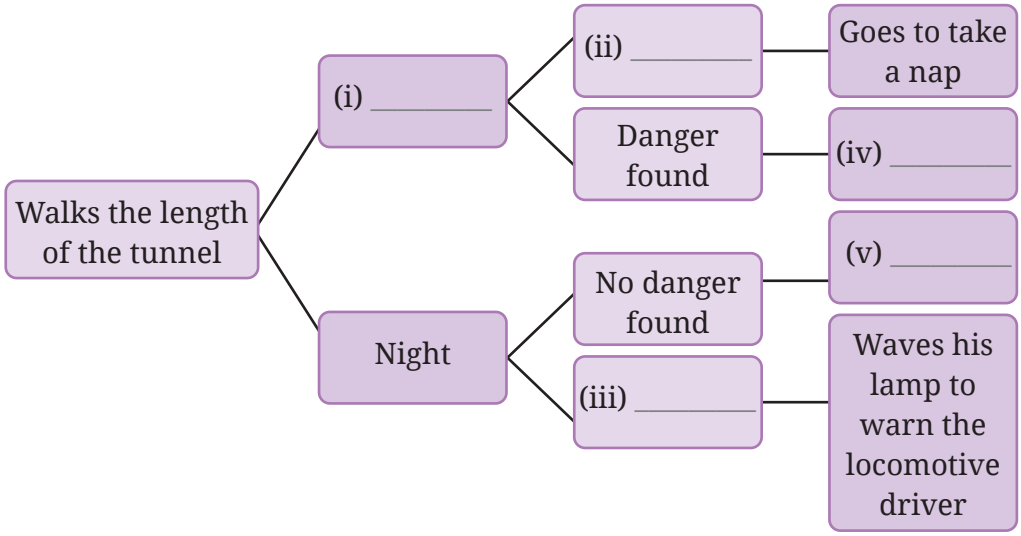


II

The following evening, towards dusk, as the flying foxes swooped silently out of the trees, Suraj made his way to the watchman's hut.

It had been a long hot day, but now the earth was cooling, and a light breeze was moving through the trees. It carried with it the scent of mango blossoms, the promise of rain.

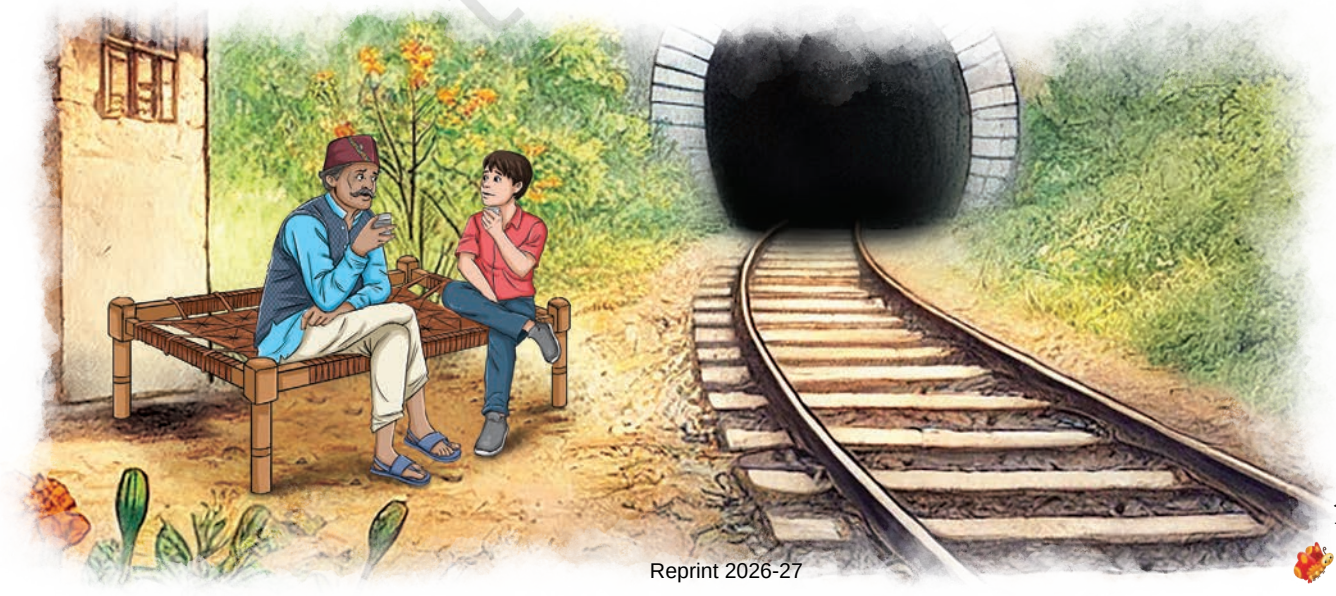
Sunder Singh was waiting for Suraj. He had watered his small garden, and the flowers looked cool and fresh. A kettle was boiling on a small oil stove.

"I am making tea," he said. "There is nothing like a glass of hot tea while waiting for a train."

They drank their tea, listening to the sharp notes of the tailorbird and the noisy chatter of the seven sisters.

swooped: moved quickly through the air downwards

seven sisters: birds, also called jungle babblers and found in groups of six to eight



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quaint: unusual

nightjar: a nocturnal bird with a short bill

flexing: bending

trimming: (here) adjusting the wick of the lamp

As the brief twilight faded, most of the birds fell silent. Sunder Singh lit his oil lamp and said it was time for him to inspect the tunnel. He moved off towards the tunnel, while Suraj sat on the cot, sipping his tea. In the dark, the trees seemed to move closer to him. And the nightlife of the forest was conveyed on the breeze—the sharp call of a barking deer, the cry of a fox, the quaint tonk-tonk of a nightjar. There were some sounds that Suraj didn't recognise—sounds that came from the trees, creakings and whisperings, as though the trees were coming to life, stretching their limbs in the dark, shifting a little, flexing their fingers.

Sunder Singh stood inside the tunnel, trimming his lamp. The night sounds were familiar to him and he did not give them much thought; but something else—a padded footfall, a rustle of dry leaves—made him stand still for a few seconds, peering into the darkness. Then, humming softly to himself, he returned to where Suraj was waiting. Ten minutes remained for the night mail to arrive.

As Sunder Singh sat down on the cot beside Suraj, a new sound reached both of them quite distinctly—a rhythmic sawing sound, as if someone cutting through the branch of a tree.

"What's that?" whispered Suraj.

"It's the leopard," said Sunder Singh. "I think it's in the tunnel."

"The train will soon be here," said Suraj.

"Yes, my friend. And if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen."

"But won't it attack us if we try to drive it out?" asked Suraj, beginning to share the watchman's concern.

"Not this leopard. It knows me well. We have seen each other many times. It has a weakness for goats and stray dogs, but it will not harm us. Even so, I'll take my axe with me. You stay here, Suraj."

"No, I'm coming with you. It will be better than sitting here alone in the dark!"

"All right, but stay close behind me. And remember, there is nothing to fear."

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Raising his lamp, Sunder Singh advanced into the tunnel, shouting at the top of his voice to try and scare away the animal. Suraj followed close behind, but he found he was unable to do any shouting. His throat was quite dry.

They had gone about twenty paces into the tunnel when the light from the lamp fell upon the leopard. It was crouching between the tracks, only five metres away from them. It was not a very big leopard, but it looked lithe and sinewy. Baring its teeth and snarling, it went down on its belly, tail twitching.

Suraj and Sunder Singh both shouted together. Their voices rang through the tunnel. And the leopard, uncertain as to how many terrifying humans were there in the tunnel with him, turned swiftly and disappeared into the darkness.

To make sure that it had gone, Sunder Singh and Suraj walked the length of the tunnel. When they returned to the entrance, the rails were beginning to hum. They knew the train was coming.

Suraj put his hand to one of the rails and felt its tremor. He heard the distant rumble of the train. And then the engine came round the bend, hissing at them, scattering sparks into the darkness, defying the jungle as it roared through the steep

lithe: thin, graceful

sinewy: lean and muscular

snarling: growling

twitching: a short, sudden movement

defying: opposing

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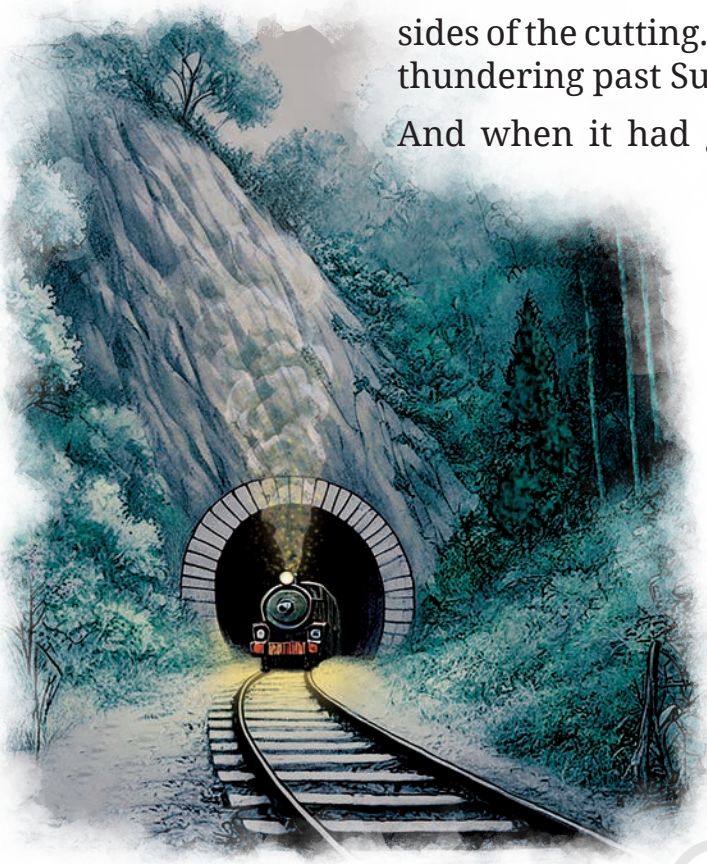

sides of the cutting. It charged straight at the tunnel, and into it, thundering past Suraj like the beautiful dragon of his dreams.

And when it had gone, the silence returned and the forest seemed to breathe, to live again. Only the rails still trembled with the passing of the train.

They trembled again to the passing of the same train, almost a week later, when Suraj and his father were both travelling in it.

Suraj's father was scribbling in a notebook, doing his accounts. Suraj sat at an open window staring out at the darkness. His father was going to Delhi on a business trip and had decided to take the boy along. ("I don't know where he gets to, most of the time," he'd complained. "I think it's time he learnt something about my business.")

flickering: burning unsteadily

fringe: edge

shrill: sharp sound

The night mail rushed through the forest with its hundreds of passengers. The carriage wheels beat out a steady rhythm on the rails. Tiny flickering lights came and went, as they passed small villages on the fringe of the jungle.

Suraj heard the rumble as the train passed over a small bridge. It was too dark to see the hut near the cutting, but he knew they must be approaching the tunnel. He strained his eyes looking out into the night; and then, just as the engine let out a shrill whistle, Suraj saw the lamp.

He couldn't see Sunder Singh, but he saw the lamp, and he knew that his friend was out there.

The train went into the tunnel and out again; it left the jungle behind and thundered across the endless plains.

Suraj stared out at the darkness, thinking of the lonely cutting in the forest and the watchman with the lamp, who would always remain a firefly for those travelling thousands as he lit up the darkness for steam engines and leopards.

RUSKIN BOND

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Let us discuss

1. Sunder Singh knew that the leopard was in the tunnel because _____.
2. Why do you think Suraj was unable to do any shouting in the tunnel in the beginning?
   (i) He was afraid of the leopard.
   (ii) He didn't want to disturb the leopard.
   (iii) He was trying to listen for the leopard.
   (iv) He didn't really believe Sunder Singh.
3. What made the leopard disappear into the darkness?
4. How did Suraj know Sunder Singh was at the tunnel?
5. Why did Suraj's father take him along to Delhi?

Let us think and reflect

I Read the following lines and answer the questions that follow.

1. *Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.*

   The tunnel was still full of smoke from the train, but it would be several hours before another train came through. Till then, the cutting belonged to the jungle again.

   Suraj didn't stop, because there was nothing to do in the tunnel and nothing to see. He had simply wanted to walk through, so that he would know what the inside of a tunnel was really like.

   (i) Write whether the following statement is **true** or **false**.

   Suraj looked back at the opening of the tunnel to check if the train was coming.

   (ii) Choose the correct option to complete the sentence given below.

   Suraj did not stop anywhere in the tunnel because _____.

   A. there was nothing to see in the tunnel
   B. the tunnel was damp and sticky
   C. he was in a hurry to get out of the tunnel
   D. it was time for another train to come

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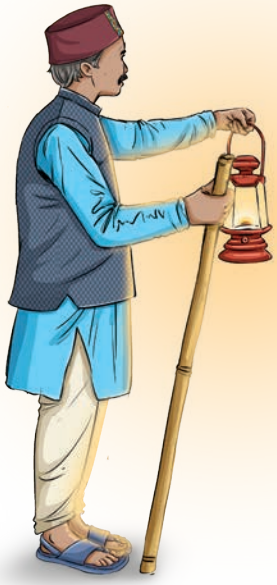
(iii) What does the sentence 'Till then, the cutting belonged to the jungle again' mean?

(iv) Suraj wanted to know the inside of the tunnel. What character trait of Suraj is highlighted here?

2. *"The train will soon be here," said Suraj.*

"Yes, my friend. And if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen."

"But won't it attack us if we try to drive it out?" asked Suraj, beginning to share the watchman's concern.



"Not this leopard. It knows me well. We have seen each other many times. It has a weakness for goats and stray dogs, but it will not harm us. Even so, I'll take my axe with me. You stay here, Suraj."

(i) What was the watchman's concern?

(ii) Complete the sentence with a suitable reason.

Sunder Singh was sure that the leopard in the tunnel would not attack him and Suraj because _____.

(iii) Select the sentences that are **true** from those given below.

A. Suraj wants to see the leopards in the jungle.

B. Suraj is concerned about Sunder Singh's safety.

C. The leopard in the tunnel attacks goats and stray dogs.

D. Sunder Singh wants to protect Suraj.

E. Sunder Singh knows all about the animals in the jungle.

(iv) Choose the correct option to complete the sentence.

Sunder Singh decides to take his axe with him. This tells us that he was _____.

A. violent B. cautious C. bold D. afraid

II Answer the following questions.

1. What does Sunder Singh convey by saying that he has lent his tunnel to the Government?
2. According to Sunder Singh, "It is safer in the forest than in the town". What example does Sunder Singh give to support his opinion? What does this tell us about him?
3. Sunder Singh has become part of the jungle life. Support the view with a suitable reason.

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4. Sunder Singh and Suraj form an unlikely friendship. What draws them together?
5. Why is Sunder Singh referred to as a 'firefly'?
6. Do you think Suraj is an adventure-loving boy? Give reasons.

Let us learn

I Complete the following sentences using the suitable phrases from the text given in the box below.

drifting smoke approaching engine sawing sound flickering lights

1. We could hear the _____ of the train long before it came into view at the station.
2. The street was completely dark but the little boy walked to his house guided by the _____ from the houses.
3. The _____ from the carpenter's workshop grew louder every hour.
4. From the balcony, she watched the _____ from her neighbour's chimney float across the backyard.

II The text has many 'sound words'. Some of these words are given in Column 1 and their meanings are given in Column 2. Match the words with their meanings. You can use a dictionary.

Column 1	Column 2
1. creaking	(i) making a noise like a long 's' sound
2. chatter	(ii) making a long low sound when a door or wooden object moves or is moved
3. hissing	(iii) repeated series of short high sounds made by birds or monkeys
4. rustle	(iv) blowing with short, quick blasts, as the wind
5. puffing	(v) a soft low, dry sound made by the movement of things such as leaves, paper, etc.

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Now, complete the sentences given below by filling in the blanks with the correct form of the sound words given in Column 1.

1. The steam engine reached the station _____ black smoke into the sky.
2. Suddenly the snake raised its hood and made a _____ noise.
3. When the wind blew, I heard the _____ of the wooden roof.
4. He heard a _____ of leaves behind him when he was walking in the woods.
5. I get disturbed by the continuous _____ of the monkeys in the neighbourhood.

III Read what the watchman Sunder Singh did regularly at the tunnel as part of his duty. Notice the use of 'would'.

*Every day, before the train came through, he **would** walk the length of the tunnel. If all was well, he **would** return to his hut and take a nap. If something was wrong, he **would** walk back up the line and wave a red flag and the engine driver **would** slow down. At night, the watchman lit an oil lamp and made a similar inspection of the tunnel.*

1. Why is the word 'would' used here?
   (i) to make a polite request
   (ii) to express a desire
   (iii) to talk about a habit in the past

In these sentences, the word 'would' is used to speak about a past habit.

'Would' is used in these sentences to describe repeated activities for a period of time in the past. We call them 'habitual or routine actions in the past'.

Would and **used to** both describe something that happened regularly in the past. However, 'used to' indicates a past action that doesn't happen any longer.

- I **used to** paint when I was in Grade 4.
- Riya **used to** eat a lot of junk food, but she stopped last year.

2. Complete the sentences using the verb in brackets with the correct form of 'used to' or 'would'. An example has been done for you.

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When I was a child we <u>used to</u> live in a village near a forest. Back then, we (i) _____ (grow) vegetables in our back garden. Every day we (ii) _____ (get up) early and go for a walk. The weather in summer (iii) _____ (be) really nice. There was a lake near the house and we (iv) _____ (go) there every Sunday for a picnic. Winters (v) _____ (be) rather cold. In the evenings, my father (vi) _____ (tell) us incredible stories and we (vii) _____ (listen) with admiration.

IV We use punctuation marks to make our writing clear. You already know how to use full stops and commas. Let us look at three more punctuation marks—brackets, semicolon, and colon.

Colon (:) is used to introduce a list or an explanation.

- You need the following ingredients to make Ela Ada: ghee, coconut, jaggery, and rice flour.
- He has one goal: to win the championship.

Semicolon (;) is used to connect two clauses which are closely related without a conjunction.

- She loves reading; he prefers watching movies.
- Suraj followed close behind; but he found he was unable to do any shouting.

Now, use semicolons and colons to punctuate the following paragraph.

We explored the busy by-lanes of Charminar, the heart of Hyderabad it was an exciting day. We wanted to do a few things buy bangles, taste biryani, and purchase pearl earrings, which are special to this area. As we walked through the lanes, we saw stalls selling spices, clothes, and jewellery the market was full of colours. We visited some famous spots Charminar, Golconda Fort, Salar Jung Museum, and Chowmahalla Palace each place was beautiful.

Let us listen

A famous museum in your town is organising a treasure hunt in the museum premises. You and your friends decide to participate in it. Upon arrival, you find that there are many other teams. Each team is given an audio guide (recorded information) and a map to the museum. (Transcript for the teacher on pg. 176)

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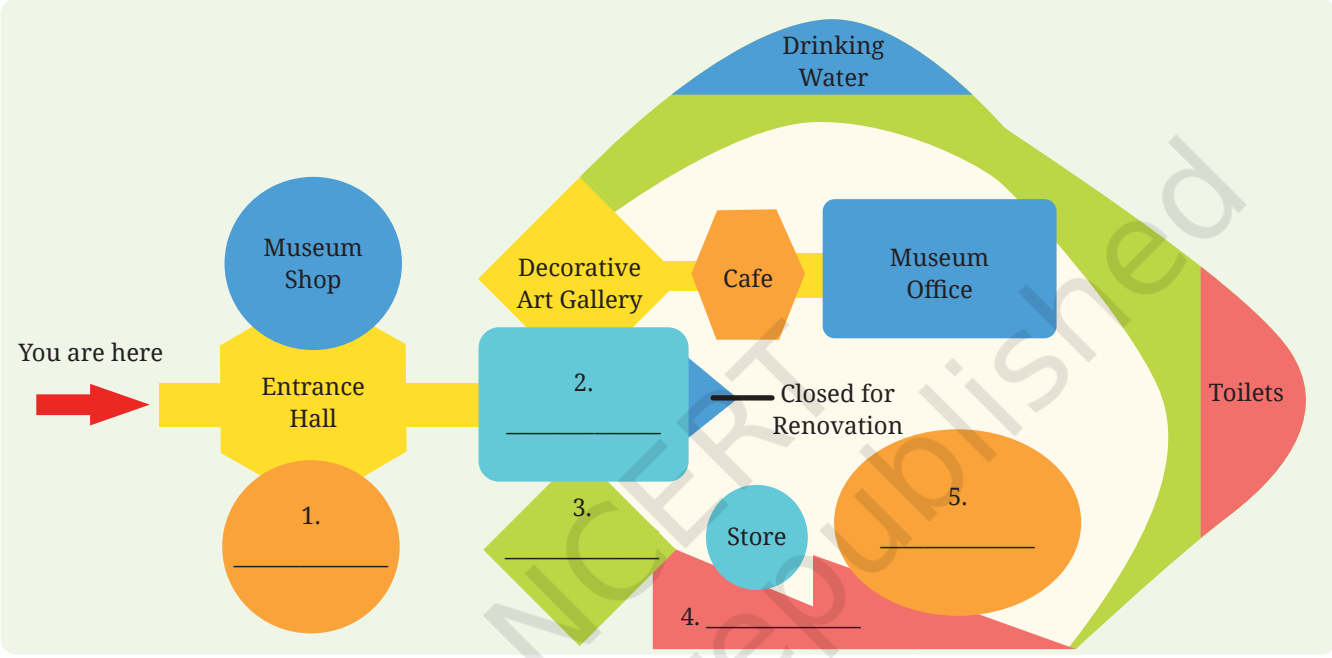
Listen to the audio recording and as you listen, mark your map with the route to take to find the treasure. To help you, the names of a few rooms in the museum are given below. Now listen to the audio and mark the various rooms.

library auditorium weapon room art gallery
musical instruments hall



Let us speak

Anju is going on a trekking trip with her family during the summer vacation. They have reached the railway station. Anju calls the tour manager for directions to the trekking site.

Work in pairs and have this conversation. Student A will play the role of Anju and mark the route on the map given below. Student B will play the role of the tour manager. Looking at the map, give directions to reach the trekking site from the railway station. You may use phrases like the ones in the box to help you.

turn left turn right keep going straight till...
take the next left take the next right take the roundabout
take the second left start from... on the opposite side
right around the corner in front of next to

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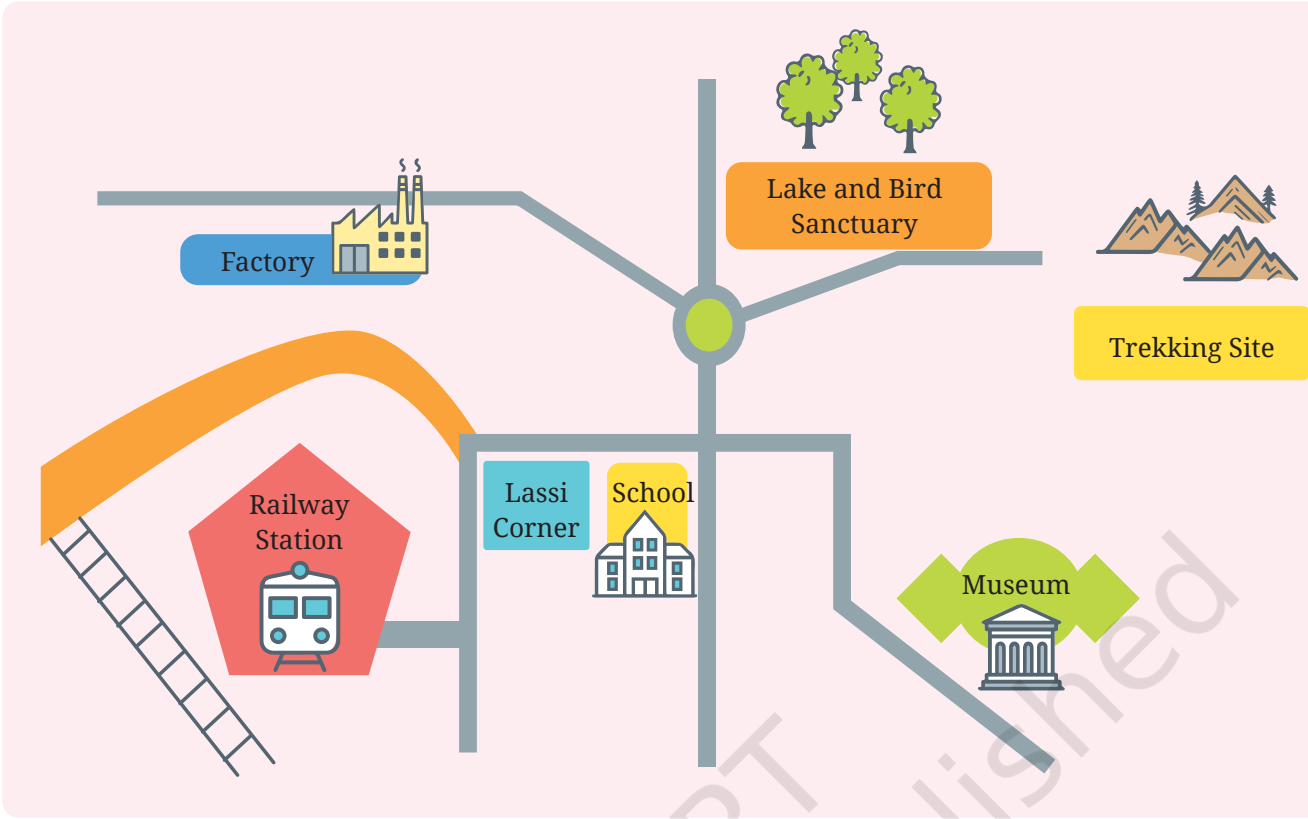

Let us write

Write a descriptive paragraph about your experience of a train journey. Describe the sights, sounds, and feelings you experienced during the journey. Include details about the people around you, the scenery outside, and the atmosphere inside the train to make your paragraph vivid and engaging.

You may use the following guidelines to help you create the paragraph.

- Start with how the journey began: boarding the train, finding your seat, and the initial impressions.
- Describe the sounds: the whistle of the train, the chatter of passengers, and the rhythmic clatter of wheels on the tracks.
- Mention the sights: the changing scenery outside the window, the hustle and bustle inside the train, and any interesting moments.
- Reflect on your feelings: Were you excited, relaxed, or curious? How did the journey make you feel overall?

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Let us explore

I The Nation's pride Atal Tunnel is 9.02 kilometres long. It runs under the Rohtang Pass. It was constructed on the Manali–Leh Highway under the challenging conditions of freezing temperatures in extremely difficult terrain. The Atal Tunnel has officially been certified by World Book of Records as the 'World's Longest Highway Tunnel above 10,000 Feet'!

II The history of Indian Railways spans over 165 years. On 16 April 1853, the first passenger train ran between Bori Bunder (Mumbai) and Thane, covering 34 kilometres. It was operated by three locomotives named Sahib, Sultan, and Sindh and had thirteen carriages. In 1864, the North received its first station, Delhi Junction, near Chandni Chowk.

You may refer to the given link to know more about Indian Railways.

https://artsandculture.google.com/story/a-history-of-indian-railways-national-rail-museum/cAVh7RwiKiTtKg?hl=en

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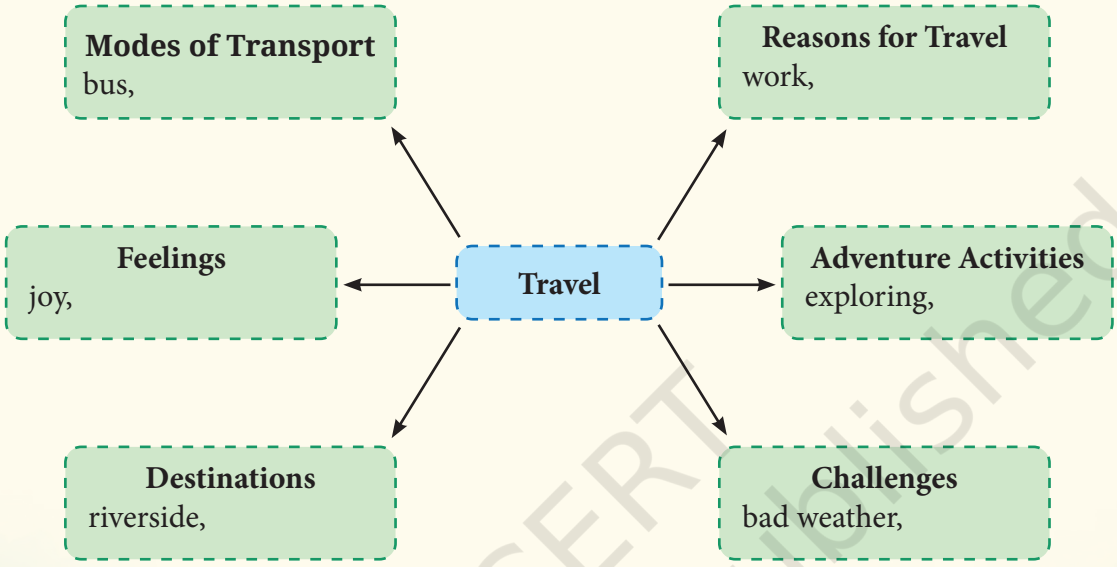
Travel

Let us do these activities before we read.

I Complete the following word web on travel.



II You are going on a trip to an adventure camp with your classmates and teacher.

1. How will you travel to the adventure camp?
2. What things will you take along?
3. Why would you like to go there?
4. What are the activities you would like to do with your friends?
5. How much time will it take to complete your adventure trip?

III Discuss in pairs. What might be the reasons that people enjoy train journeys?

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Let us read

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day
But I hear its whistle shrieking.

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

My heart is warm with the friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take,
No matter where it's going.

EDNA ST. VINCENT MILLAY

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Let us discuss

I The main ideas of each stanza of the poem are given below. Write the number of the stanza against the matching main idea.

1. At night, the speaker imagines the train and hears its engine in the quiet.
2. The speaker feels a strong desire to take any train, no matter where it goes.
3. The speaker hears the train whistle during the day, even though the train is far away.

II Read the poem and underline the rhyming words in each stanza. Write the rhyming words from each stanza. An example has been done for you.

1. Stanza (i): away-day;
2. Stanza (ii):
3. Stanza (iii):

III Identify the rhyme scheme of the poem from the options given below.

1. AABB 2. ABCA 3. ABAB 4. ABBC

IV Identify the word in the poem that personifies the whistle of the train.

V Tone refers to the attitude the poet has about the poem. Which of these words can be used to describe the poet's tone in this poem?

serious	excited	curious	worried	thoughtful
content	enthusiastic	critical	joyful	

VI Select the words that tell us what the train symbolises for the poet.

1. education 2. adventure 3. comfort
4. opportunities

VII Complete the following by choosing the correct option from those given in brackets.

The poet repeats the line, '...there isn't a train goes by,' in all three stanzas to _____. (highlight the speaker's fascination with the train/suggest that the area has many trains passing through)

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VIII The poem contrasts the busy day with the stillness of the night. What is the common factor in these?

IX **Imagery** is a literary device that uses descriptive language to create mental pictures and appeal to the reader's senses (sight, sound, smell, taste and touch). It makes the descriptions more relatable.

Select the phrases from the poem that are examples of imagery. One example is given: day is loud.

Let us think and reflect

I Read the extract given below and answer the questions that follow.

1. *My heart is warm with the friends I make,*
   And better friends I'll not be knowing...

   (i) Choose the suitable option to complete the following.

   The line 'My heart is warm' refers to a heart that is ___.

   A. filled with worries
   B. full of love
   C. feeling upset
   D. experiencing anger

   (ii) What does the speaker say about her current friends?

   (iii) What does the line 'better friends I'll not be knowing' suggest about the speaker's feelings toward their current friends?

   (iv) Complete the following suitably.

   The tone of the speaker in these lines is _____. (grateful/content)

II Answer the following questions.

1. What does the phrase 'cinders red on the sky' tell us about the train at night?
2. What is the significance of the repeated references to the train's whistle?
3. What does the line 'no matter where it's going' reveal about the speaker's attitude towards travel?
4. Do you think the poet actually sees and hears the train? Why or why not?

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Let us learn

I Read the expressions from the poem given in Column 1 and match them with what they indicate in Column 2.

Column 1	Column 2
1. miles away	(i) The speaker's affection for their friends
2. cinders red	(ii) The fast and powerful movement of the train
3. heart is warm	(iii) The busy and noisy atmosphere during the day
4. day is loud	(iv) The glow of the train's sparks lighting up the night sky
5. engine steaming	(v) The distance of the train from the speaker

Now, use the expressions in Column 1 to fill in the following blanks correctly.

1. After meeting her old friend, her _____ with the joy of rekindled memories.
2. As I arrived at the railway station I could hear the _____.
3. The marketplace is bustling, and the _____ with the chatter of shoppers and vendors.
4. The bonfire glowed brightly, throwing _____ into the dark night sky.
5. The sound of a train could still be heard _____ as the evening grew quiet.

II The poet uses the word 'shrieking' to tell us about the sound of the train's whistle. There are other words that tell us about different types of related sounds.

Read the meanings of such words in Column 1 and match them with the words in Column 2. You may use a dictionary. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. shouting loudly, often in anger or excitement	(i) wailing
2. crying out in fear or excitement	(ii) hollering

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3. crying loudly with grief or sorrow	(iii) screeching
4. making a high-pitched, piercing sound	(iv) yelling
5. calling out loudly, often in a casual or informal way	(v) whimpering
6. crying softly in a low, broken voice	(vi) bawling
7. crying loudly and uncontrollably	(vii) screaming

Now, complete the following paragraph by using suitable words from Column 2.

The street was filled with a variety of sounds. A shopkeeper was 1. _____ to attract customers, while a child nearby was 2. _____ at his friend to wait for him. From the other side of the road, a toddler was 3. _____ uncontrollably after dropping his ice cream, and his mother tried to calm him as he began 4. _____ softly. In the background, someone's loud 5. _____ voice added to the bustling noise of the busy evening.

Let us listen

I Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the information that is not correct. (Transcript for the teacher on pg. 177)

1. The trip to the National Science Centre is organised on 15 September.
2. Students will start from school at 8.00 in the morning and return by 5.00 in the evening.
3. Refreshment will not be provided during the trip.
4. Students are permitted to carry a phone, a notebook, and a pen.
5. The permission slip is to be signed by the class teacher.
6. The permission slip is to be submitted to your class teacher by 10 September.
7. Mr. Mukherjee is the Adventure Club in-charge.

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II Now, listen to the announcement again and rectify the sentences.

Let us speak

When speaking in English, small differences in pronunciation can change the overall meaning of the words. One such difference is in the pronunciation of the consonant 'c'.

For example: cat (uses /k/ sound for 'c') and city (uses the /s/ sound for 'c')

The poem uses the word 'cinders', which is pronounced with a /s/ sound.

The letter 'c' has two sounds. It can be pronounced as a /k/ or /s/ sound. But which is right depends on the next letters of the words.

- Letter 'c' produces /s/ sound if it is followed by the letters 'e', 'i', or 'y'. For example, city ('c' is followed by 'i'). This /s/ sound is known as the soft 'c' sound.
- Letter 'c' produces /k/ sound if it is followed by the letters 'a', 'o', or 'u' or a consonant at the end of the word. For example, cat ('c' is followed by 'a'). This /k/ sound is known as the hard 'c' sound.

That is why 'cinders' is pronounced with a /s/ sound. The letter 'c' is followed by 'i'!

Now, work in pairs. Pronounce the given words aloud. Keep the rules of the soft and hard 'c' pronunciation in mind.

cell	cable	race	cake	decide	receive
concert	circle	bicycle	echo	uncle	

Let us write

I A diamante poem is a poem that is shaped like a diamond, which uses specific types of words like adjectives and–ing words. Let us read an example.

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Day
Bright, sunny
Dancing, playing, running
Out comes the sun, down goes the sun
Resting, listening, dreaming
Quiet, peaceful
Night

In this example we see how two different ideas—day and night are connected through the poem.

Let us now write a diamante poem that connects 'reading' and 'adventure'.

Reading	***the first topic***
_____, _____	*two adjectives about reading*
_____, _____, _____	*three -ing words about reading*
_____	*four nouns or a short phrase linking your topics*
_____, _____, _____	*three -ing words about adventure*
_____, _____	*two adjectives about adventure*
Adventure	*the second topic*

Share your poem with your classmates and the teacher.

II We come across many interesting characters while travelling. They become interesting because of their actions, their behaviour, and manner of speaking. Describe one such character that you met. Follow these steps.

1. Choose the character.
2. Create a first draft of your description including the following details.
   (i) What is the name of the character?
   (ii) What does the character look like?
   (iii) What does the character do?

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(iv) What kind of person is she or he?

(v) Include any line or incident from the text that you like the most.

3. Check your description for any spelling mistakes or errors.
4. Show your classmates your work and ask for suggestions.
5. Rewrite your description including all the changes and suggestions for improvement.

Let us explore

I The Mountain Railways of India are outstanding examples of hill railways and they are designated as a UNESCO World Heritage Site under the name Mountain Railways of India. These three railways are the Darjeeling Himalayan Railway, the Nilgiri Mountain Railway, and the Kalka–Shimla Railway.

The Matheran Hill Railway and Kangra Valley Railway are on the tentative list of UNESCO World Heritage Sites.

They are still fully operational as living examples of the ingenious engineering enterprise of the late nineteenth and early twentieth centuries. The owner of the three properties is the Railway Ministry of the Indian Government.

In groups of four, find out more about these heritage trains and make a presentation in the class.

II As an excellent example of the 'Make in India' success story, the Indian Railways launched India's first indigenous semi-high-speed train, Vande Bharat Express. It has become a symbol of India's aspirations for modern, efficient, and comfortable rail travel. The first Vande Bharat Express train was flagged off on 15 February 2019, on the New Delhi–Kanpur–Allahabad–Varanasi route, running at a speed of 160 kilometres per hour.

Courtesy PIB. Posted on: 02 September 2024 3:41p.m.

In groups of four, find out more about these heritage trains and make a presentation in the class.

III Some of the underwater rail tunnels are the Thames Tunnel in London, the Seikan Tunnel in Japan and the Channel Tunnel between England and France.

India's first underwater metro route in Kolkata started in March 2024. A part of this special metro line runs beneath the Hooghly River.

IV Which of these trains do you think would be adventurous to travel in ? Discuss among yourselves.

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Conquering the Summit

Let us do these activities before we read.

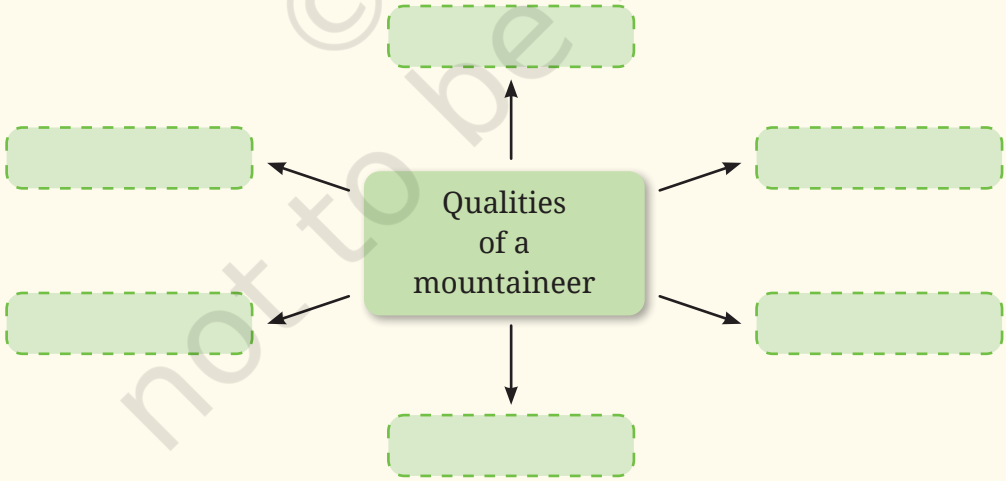
I Identify the activities represented by the icons given below. Share your answers with your classmates and the teacher.

II Work in pairs and discuss the following questions.

1. Why do you think people undertake the activities identified above?
2. How would they prepare for these activities?
3. Which one of them do you find the most exciting? Why?

Share your answers with the teacher.

III Work in pairs to complete the word web given below. Share the answers with the teacher.



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Let us read

This is a story that narrates the triumph of will, courage, determination, and dedication. Arunima Sinha's journey from a devastating accident to scaling the highest peak in the world stands as a beacon of hope and resilience. In 2011, at the age of 24, Arunima Sinha, a national-level volleyball player, faced a life-altering event. It challenged her in ways she could never have imagined. As she lay in the hospital bed with one leg amputated, Arunima made a vow that many would deem impossible: not only to walk again with a prosthetic leg but to scale Mount Everest. In 2013, she did just that, becoming the first Indian female amputee to achieve this feat. Hence, in 2015, she was awarded the Padma Shri, the fourth highest civilian award in India. She was also awarded the Tenzing Norgay National Adventure Award and National Award for Best Female Mountaineer.

Courtesy: Hindustan Times

Arunima hails from Ambedkar Nagar, a small district in Uttar Pradesh. Her father was an army engineer, and her mother worked as a health supervisor. Sports were a significant part of Arunima's life, with her family having a natural inclination towards athletics. After completing her law degree following her post-graduation, Arunima decided to pursue a job in the paramilitary forces, which would allow her to continue her passion for sports while having a regular income.

On the fateful night of 11 April 2011, she met with a train accident. The hours that followed were harrowing. She never imagined she would survive that night, but survive she did, miraculously, displaying an extraordinary will to live. Arunima received a prosthetic leg and underwent physiotherapy. It was during this period that she made a profound decision. Inspired by an article about Mount Everest, she resolved to conquer the highest peak in the world.

To pursue her ambition, Arunima Sinha completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi, followed by eighteen months of rigorous training. Arunima approached Bachendri Pal, the

beacon: source of inspiration

resilience: ability to recover quickly from a difficulty

amputated: cut off a part of the body (here the leg)

prosthetic leg: an artificial leg that helps people to move around easily

feat: achievement

harrowing: extremely disturbing and painful

rigorous: severe

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endeavour: an attempt to do something

surge: a sudden and great increase

endurance: (here) ability to continue doing something difficult for a long time

first Indian woman to summit Everest, to guide her in the endeavour. Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg—you have conquered the Everest within you; the world will realise it later."

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement. She displayed the Indian flag at the summit and left behind a photograph of her idol, Swami Vivekananda, whose teachings had inspired her throughout her journey.

Arunima's feat did not end with Everest. By July 2016, she had summited seven peaks in Europe, Africa, Australia, South America, North America, and of course, Mount Everest in Asia. In January 2019, she climbed the seventh peak on Antarctica and became world's first female amputee to climb Mount Vinson. Her goal to complete the Seven Summits was achieved.

Throughout her journey, Arunima has faced numerous challenges and setbacks. Yet, her story is not just about physical endurance but also about mental

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fortitude and the power of a positive mind set. Her message is simple yet profound: "Never give up and work hard. Always remember your goal and work on it."

Arunima's autobiography, *Born Again on the Mountain: A Story of Losing Everything and Finding It Back* records her incredible journey to the top of the world. It is a story of triumph over adversity, a testament to the human spirit's capacity to rise above the most challenging circumstances.

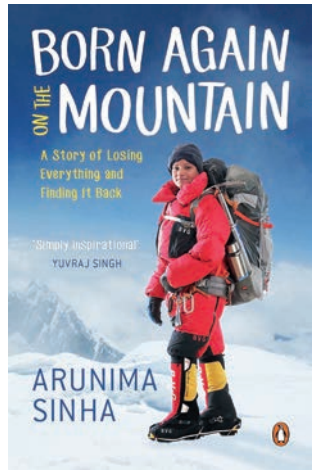
She was conferred with the honorary doctorate by the University of Strathclyde, Glasgow, UK. In her words, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough. Never forget your goal, respect it, work hard, and you will be the winner." Dr. Arunima Sinha has not only conquered mountains but has also won people's hearts the world over, inspiring them to reach their own summits.

fortitude: courage over a long period

adversity: a difficult situation

testament: proof

conferred: given an official title or honour



Let us discuss

I Read the statements given below and explain each statement in your words.

1. Arunima Sinha is considered a beacon of hope and resilience.
2. Arunima decided to climb Mount Everest despite losing her leg.
3. Bachendri Pal's guidance was crucial in Arunima's journey to the summit of Mount Everest.
4. Arunima's achievements go beyond just physical endurance.
5. Arunima's autobiography inspires readers around the world.

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Let us think and reflect

I Read the extract given below and answer the questions that follow.

Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg—you have conquered the Everest within you; the world will realise it later."

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement.

1. Complete the sentence with a suitable reason.

   Bachendri Pal said that Arunima had conquered the Everest within her because _____.

2. How might Arunima have felt after what Bachendri Pal told her?
3. Choose a phrase from the extract which shows that reaching the summit of Mount Everest was tiring.
4. Select the correct option to complete the sentence.

   After her success when Arunima felt 'an overwhelming sense of achievement', she would have most likely said, "_____."

   (i) I am confident of my abilities
   (ii) I will accomplish this soon
   (iii) I am excited to begin this climb
   (iv) I finally realised my dream

II Answer the following questions.

1. What did Arunima do in order to fulfill her ambition of conquering Mount Everest?
2. Arunima is a beacon of hope and resilience. Support this statement with evidence from the text.
3. Arunima's autobiography is titled *Born Again on the Mountain: A Story of Losing Everything and Finding It Back*. Why do you think this title is appropriate?
4. Arunima says, "Failure is when we don't have goals worthy enough." What would be the most likely impact of this statement on readers?

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Let us learn

I Read the underlined phrases in sentences (i)–(v) and match them with their appropriate meanings given in the box below.

1. genuine, sincere efforts
2. strength of mind
3. periods of time filled with tiring and demanding activities
4. an incident or experience that significantly changes a person's life
5. a source of inspiration or encouragement

(i) Nisha was relieved when the final match was over after several exhausting days of practice.

(ii) Despite several failures, her heartfelt attempts to learn the guitar showed her determination and passion for music.

(iii) Moving to a new city was a life-altering event for Jagan, as it gave him the chance to make new friends and try different activities.

(iv) Competing in the marathon requires not just physical strength but also mental fortitude to stay focused and finish the race.

(v) The lighthouse served as a beacon of hope for the sailors lost at sea.

II Complete the following table by filling in the gaps with correct parts of speech mentioned. An example has been done for you.

Nouns	Adjectives	Verbs (present)	Adverbs
determination	determined	determine	determinedly
relief			relievedly
	inspiring	inspire	
resistance			resistantly
success	successful		

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III Study the highlighted words in the following sentences from the text.

- Arunima made **a** vow that many would deem impossible.
- Her father was **an** army engineer.
- Standing at **the** top of the world, she felt **a** surge of emotions—pride, relief, and **an** overwhelming sense of achievement.
- She planted **the** Indian flag at **the** summit and left behind **a** photograph of her idol, Swami Vivekananda.
- Arunima Sinha's journey from **a** devastating accident to scaling **the** highest peak in **the** world stands as a beacon of hope and resilience.

The highlighted words are **articles**.

'A' and 'an' are indefinite articles; 'the' is the definite article. The choice between 'a' and 'an' depends on the sound that follows the article, specifically the initial sound of the word that follows.

1. Fill in the blanks with 'a', 'an', 'the'. Put an 'x' where no article is required.

   We planned (i) _____ adventurous trip to (ii) _____ remote island. (iii) _____ island was known for its beautiful landscapes and (iv) _____ diverse wildlife. On (v) _____ first day, we set out to explore (vi) _____ island's dense jungle. (vii) _____ guide led us through (viii) _____ thick foliage and showed us (ix) _____ hidden waterfall. In (x) _____ evening, we gathered around (xi) _____ campfire to share stories and enjoy (xii) _____ meal we cooked. (xiii) _____ experience was truly unforgettable, and we felt (xiv) _____ connection with (xv) _____ nature.

2. There is an error in each sentence that has been underlined. Correct the error in the following sentences.

   (i) We waited for <u>a</u> hour before the bus finally arrived.

   (ii) The guide insisted on <u>an</u> uniform jacket for the group's safety during the trek.

   (iii) Mount K2 is <u>a</u> second highest peak in the world.

   (iv) <u>A</u> Ganga is a sacred river in India, known for its cultural importance.

   (v) Challenges are faced with courage and determination by <u>a</u> brave.

   (vi) <u>A</u> North Star has guided travellers for centuries.

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Let us listen

You will listen to five speakers share their opinion about adventure sports. As you listen match the statements 1–8 with the speakers (i)–(v). There are three extra statements that you do not need. (Transcript for the teacher on pg. 177)

Statements	Speaker no.
1. Talks about having basic activities in adventure sports	
2. Finds adventure sports thrilling and exciting	
3. Praises the availability of a variety of activities	
4. Expresses concern about the risks in adventure sports	
5. Promotes trekking as a casual sport	
6. Invites applications from first-timers	
7. Focuses on the availability of training and supervision	
8. Finds exposure to risks unnecessary	

Let us speak

In groups of four, select a role from 1–4 given below and speak about the views allotted to each. Use the prompts and vocabulary given. Take turns to express your opinions, agreement, and disagreement.

Role-Specific Prompts

1. School Student: Talk about why you think Physical Education should be included in school activities.
2. Parent: Discuss your concerns or support for your child participating in Physical Education activities.
3. Physical Education Teacher: Share your experiences about Physical Education activities and why you think they are valuable.

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4. Sports Camp Organiser: Explain how you ensure safety and why you believe sports are beneficial for participants.

Prompts

- In my opinion...
- From my point of view...
- One reason for this is...
- I disagree with the notion that...
- I support this perspective because...
- I find it hard to agree because...
- I believe that...
- I disagree with...
- I agree with the idea that...

Vocabulary you may use

precautions unique experiences fun safe enjoyable thrilling builds confidence concern explore overcome fear participate

Let us write

Read the various components of a formal letter from the box given below.

complimentary close		receiver's address	subject	date
introduction	statement of request		expression of interest	
salutation	signature line		sender's address	

1. Now, read the letter given below and write the matching components.

Sender's Address →
Date →
Receiver's Address →
_____School →
Subject: Request to join Adventure Club →
Madam/Sir, →
I am Sreelakshmi, a student of Grade 7-C. I am interested in adventure activities like trekking, hiking, rope climbing, and exploring sites of natural beauty. →
I would love to be a part of the Adventure Club of the school and participate in the adventure activities organised. →
I request you to grant me permission to join the club. →
Yours sincerely, →
Sreelakshmi →

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2. Write a letter to the Principal of your school requesting her to organise an excursion to a nearby hill station for Grade 7 students of your school.

Let us explore

I Find out more information about the following adventure sports in our country and complete the table given below.

Name	Area	Preferred Time of the Year	Equipment Required
snow skiing	snow- covered hills		skis, ski suit,
trekking		Spring, Autumn, Winter	pole
camping	grassy areas		tent, torch,
river rafting		all year round	
scuba diving			scuba suit, mask, fins,

II Prepare an information booklet with fact sheets of five Indian mountaineers. Include the following information in the fact sheet.

1. name (and photograph, if available)
2. place of birth
3. profession
4. accomplishments—awards or honours
5. training received
6. sport known for (if any)

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TRANSCRIPTS

TUNNEL

Let us listen *(refer to page 153)*

A famous museum in your town is organising a treasure hunt in the museum premises. You and your friends decide to participate in it. Upon arrival, you find that there are many other teams. Each team is given an audio guide (recorded information) and a map to the museum.

1. Look at the map given below. Try and predict what each of the rooms might be.

2. Listen to the audio recording and as you listen, mark your map with the route to take to find the treasure. To help you, the names of a few rooms in the museum are given below. Now listen to the audio and mark the various rooms.

Welcome to the City Museum. We start our tour at the entrance hall. Here you will find the information booth and a display devoted to the history of this museum. To the right of the Entrance Hall you will find the (i) library. On the left is the museum shop. Go straight from the Entrance Hall till you reach the (ii) Art Gallery. The gallery is famous for its collection of rare paintings from various parts of India. There are three doors that lead out of the Art Gallery. The first door on the left leads to the Decorative Art Gallery, where you will find items like jewellery, carvings, and textiles from Medieval India. The next door is temporarily closed due to renovation work. The third door on the right leads to the (iii) Weapons Room, where you will find an extensive collection of Indian weapons including bows, swords, shields, and helmets. From the weapons room take a left turn. You will find the world-famous (iv) Musical Instruments Section, where you can find musical instruments from every country in the world. The second room to the left in this gallery will take you to the (v) Auditorium. Hidden here is your treasure! All the best to all. May the best team win!

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Travel

Let us listen *(refer to page 162)*

1. Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the words that are not correct.

Good morning students!

I have some very exciting news to share with you all. The much-awaited educational trip to the National Science Centre will be held on 16 September, that is in two weeks! As you know this would be a fantastic opportunity to explore and learn more about the world around us.

We will be starting from school at 8.00 in the morning and return by 5.30 in the evening. All of you must be in proper school uniform. Don't forget to carry your identity cards. Light refreshments will be provided at the museum. But do carry a water bottle and a packed lunch. You are not permitted to wear any jewellery or carry mobile phones. You may carry a notebook and a pen to make notes. Interested students must bring a permission slip signed by your parent and submit them to their class teachers by 10 September. It is going to be a fun trip so don't miss out. If you have any more questions, please contact Mr. Mukherjee, the excursion in-charge.

2. Now, listen to the announcement again and rectify the sentences.

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Conquering the Summit

Let us listen *(refer to page 173)*

You will listen to five speakers share their opinion about adventure sports. As you listen match the statements 1–8 with the speakers (i)–(v). There are three extra statements that you do not need.

Speaker (i): As a parent, I fear the risks involved, especially with activities like rock climbing or paragliding.

I'm quite worried about the safety risks of adventure sports. It's important to consider these risks before letting children participate.

SPEAKER (ii): Adventure sports are thrilling! All my friends agree; it is amazing. It's not just about fun; it's about pushing your limits and experiencing something new. I think it's worth trying, of course, with a trainer.

SPEAKER (iii): As organisers of adventure camps, we take safety very seriously. Our team ensures all equipment is regularly checked and maintained. Participants are given thorough training and are always supervised by professionals. We focus on minimising risks while still providing an exciting experience.

SPEAKER (iv): At our school, we organise adventure camps with activities like trekking and zip-lining. However, we stick to basic sports that are safe and manageable for students. We always prioritise safety, ensuring that all necessary precautions and measures are in place. Being careful is what we promote.

SPEAKER (v): In my opinion, sports should be about fitness and enjoyment, like track and field or swimming. Why risk your life for a fleeting moment of thrill just for a feeling of adventure? Traditional sports are safer and just as fulfilling!

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Unit 5

BRAVEHEARTS

0773CH05

A Homage to Our Brave Soldiers

Let us do these activities before we read.

I Homage means 'something that is said or done to show respect publicly for someone'. Whom should every Indian pay homage to? Share your answers with your classmates and the teacher.

II Work in pairs to complete the table by writing any three ways in which we can celebrate the victories and honour the sacrifices of the soldiers. An example has been done for you. Share your answers with your classmates and the teacher.

Celebrating their Victories	Honouring their Sacrifices
	visiting a war memorial

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Let us read

Two friends share their feelings about brave soldiers. One of them shares her experience of visiting the National War Memorial that has left a deep impact on her. They exchange letters and share their feelings of gratitude for the freedom they enjoy because of the sacrifices made by the bravehearts of the country. The memorial symbolises the patriotism of Indian soldiers. Which is this memorial?

I

House No...

Jayanagar

Bengaluru

14 April 20XX

Dear Ananda,

Hope you are all doing well!

Do you remember our last conversation about war and the importance of peace? We talked about how India had to struggle for its Independence from the British for many centuries. Post-independence our country has had to fight several wars to protect its borders, territorial integrity, and its people. This made me wonder, who were these brave Indian people? They fought to protect our country and sacrificed their lives so that we could lead our lives in peace. What were their names? Where did they come from? Does anyone remember anything about them?

territorial integrity: safeguarding nation's borders

Last week I got the answers to some of my questions during an educational trip to New Delhi organised by our school. You may recall, I was looking forward to this trip and our visit to many places of historical and educational significance. I learnt several new and interesting things, and I am excited to share them with you.

Let me begin by asking you to guess the name of the monument that I found most inspiring. Let's see if you can guess. The construction of this monument started in April 2018 and was completed in February 2019. It was envisioned and then inaugurated by India's Prime Minister Shri Narendra Modi

envisioned: visualised

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in February 2019. In terms of location and size, it is spread over 40 acres of land near the iconic India Gate. But more importantly, it is a tribute to some of the bravest Indians. I'm sure you've guessed! It's the 'National War Memorial'. Won't you say, a long-desired aspiration was fulfilled?

Our visit to the National War Memorial began with our teacher explaining that even after Independence, India has had to fight many wars to protect herself, and the freedom and security we enjoy today is because of the many brave men and women who have served in the Indian Armed Forces over decades. Sadly, she said, war always takes its toll, and therefore, many brave soldiers have had to sacrifice their lives for the country even after our Independence in 1947.

This is what makes monuments like the National War Memorial extremely important, so that we should never forget the cost of freedom. We are aware, always, of the pain and horrors of war. We learnt that each brick of the memorial is called a tablet, and it bears the names of soldiers who fought for India and made the supreme sacrifice in different wars from 1947 till date, including the Indo-China conflict of 1962, the Indo-Pak Wars in 1965 & 1971 and the Kargil War in 1999. There are 29,000 tablets on which more than 26,000 names of fallen soldiers have been etched.

It was heartening to know that our government has recognised the sacrifice of brave soldiers. Our teacher told us about the 21 bravehearts who were awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal, for their service to the nation. She also told us about Maha Vir Chakra (MVC), Kirti Chakra (KC), Vir Chakra (VrC), and Shaurya Chakra (SC).

Major Somnath Sharma was posthumously awarded India's first PVC in the Battle of Badgam in 1947. Later some more PVCs were awarded for exceptional gallantry during the India-China Conflict of 1962, and the India-Pakistan War of 1965. Besides, a PVC was also awarded for service during the UN Peace Keeping Operations in Congo.

In the 1971 war, some of the heroes who were awarded the PVC (posthumously) include Lance Naik Albert Ekka, Flying Officer Nirmal Jit Singh Sekhon, Second Lieutenant Arun Khetarpal, and Major Hoshiar Singh. Some Navy personnel

iconic: celebrated

tribute: showing respect, gratitude

etched: engraved

gallantry: exceptional courage especially in battle

posthumously: after death

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citation: meritorious performance of duty
awestruck: amazed

including Captain Mahendra Nath Mulla were also awarded MVC for their exemplary courage and leadership.

Then the teacher shared with us the citation of Param Vir Chakra awardee Lance Naik Albert Ekka. It touched my heart and also motivated me. We were awestruck and humbled by his bravery. I aspire to be courageous like him when I join the Army!

Lance Naik Albert Ekka (PVC)

CITATION

Lance Naik Albert Ekka, (No. 4239746), 14 Guards

Lance Naik Albert Ekka was in the left forward company of a Battalion of the Brigade of Guards during their attack on the enemy defence at Gangasagar on the eastern front. This was a well-fortified position held in strength by the enemy. The assaulting troops were subjected to intense shelling and heavy small arms fire, but they charged on to the objective and were locked in bitter hand-to-hand combat. Lance Naik Albert Ekka noticed an enemy Light Machine Gun inflicting heavy casualties on his company. With complete disregard to his personal safety, he charged the enemy bunker, bayoneted two enemy soldiers and silenced the Light Machine Gun. Though seriously wounded in this encounter, he continued to fight alongside his comrades through the mile deep objective, clearing bunker after bunker with undaunted courage. Towards the northern end of the objective, one enemy Medium Machine Gun opened up from the second storey of a well-fortified building inflicting heavy casualties and holding up the attack. Once again, this gallant soldier without worrying about his personal safety, despite his serious injury and the heavy volume of enemy fire, crawled forward till he reached the building and lobbed a grenade through the loophole of

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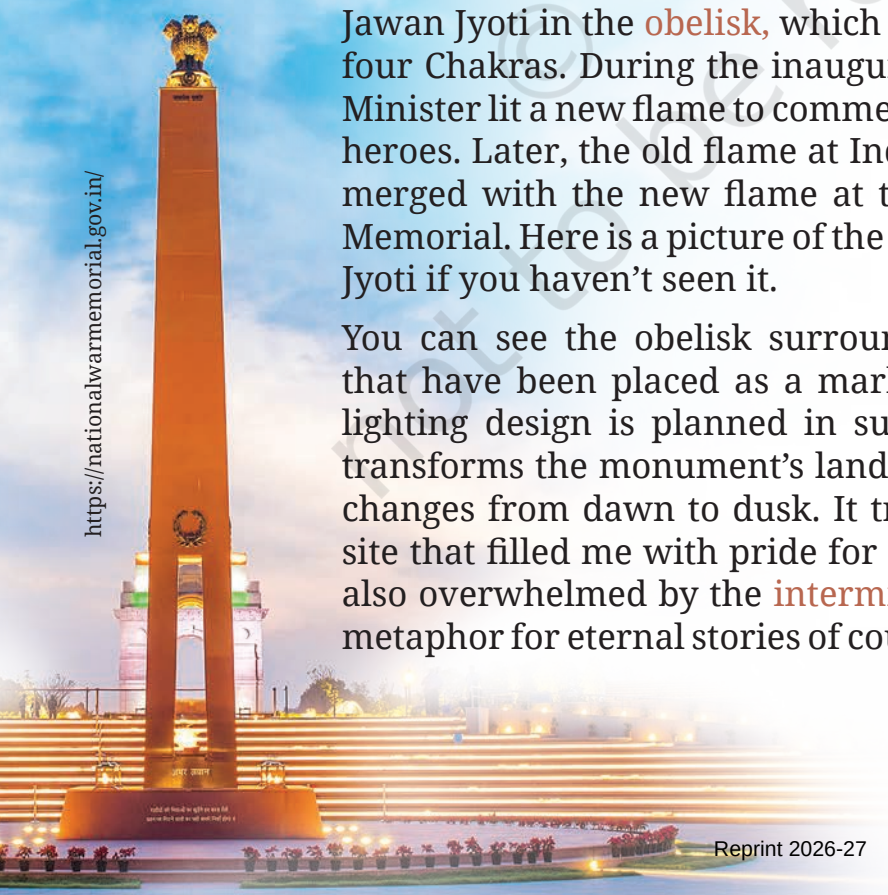
the bunker, killing one enemy and injuring the other.

The Medium Machine Gun, however, continued to fire. With outstanding courage and grim determination, Lance Naik Albert Ekka scaled a side wall and entering the bunker, bayoneted the enemy who was still firing and thus silenced the Machine Gun, saving further casualties to his company and ensured the success of the attack.

In this process, however, he received serious injuries and succumbed to them after the capture of the objective. In this action, Lance Naik Albert Ekka displayed the most conspicuous valour, determination and made the supreme sacrifice in the best traditions of the Army. (*Gazette of India* Notification No. 7– Pres./72)

As we continued our visit around the National War Memorial, we came across another important installation called Amar Jawan Jyoti that commemorates our soldiers. The name, as you may have guessed, represents an immortal flame that is kept ablaze all through the day and night to revere the sacrifices of our soldiers. Earlier the Amar Jawan Jyoti, which also displayed a rifle and a helmet, was alighted under the arch of India Gate in January 1972 to commemorate India's victory in the India-Pakistan War of 1971.

The National War Memorial now includes Amar Jawan Jyoti in the obelisk, which is surrounded by four Chakras. During the inauguration, the Prime Minister lit a new flame to commemorate the fallen heroes. Later, the old flame at India Gate was also merged with the new flame at the National War Memorial. Here is a picture of the new Amar Jawan Jyoti if you haven't seen it.



https://nationalwarmemorial.gov.in/

You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation. I was also overwhelmed by the interminable flame as a metaphor for eternal stories of courage and valour.

commemorates: remember officially and show respect

obelisk: tapering stone pillar

wreaths: circular arrangement of flowers used as a respect and remembrance for a person who has died

interminable: everlasting

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murals: large paintings on a wall

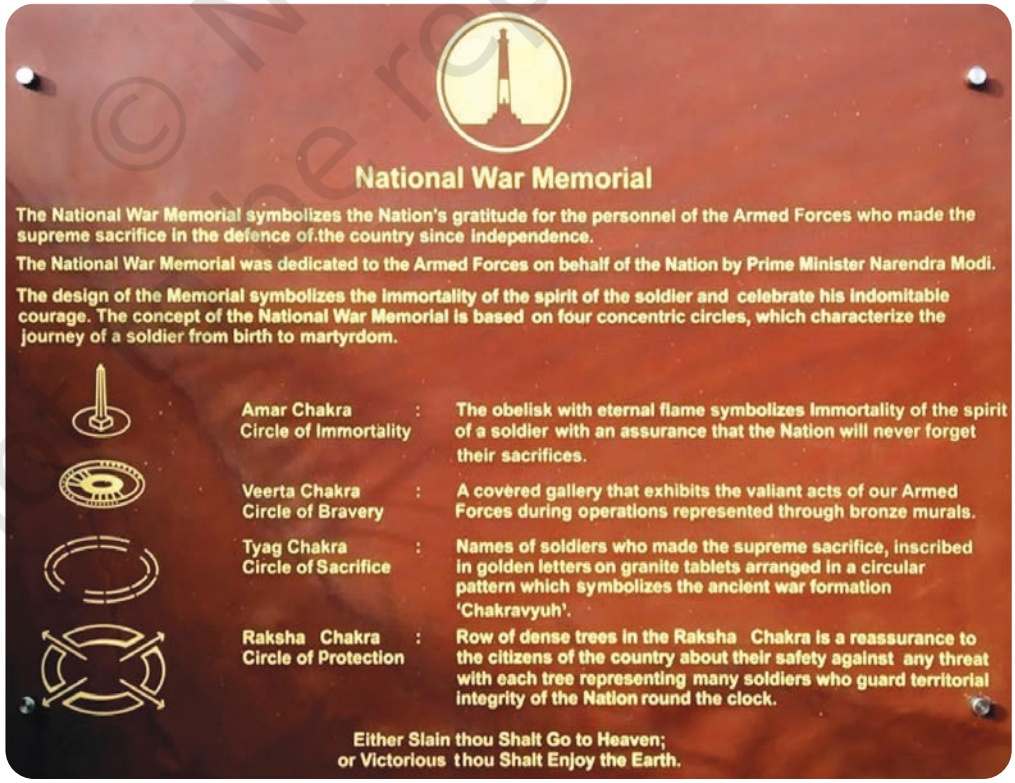
Our teacher also explained the significance of the Chakras to us. I found it interesting and hence I am sharing with you.

The National War Memorial consists of four concentric circles, which are known as Amar Chakra, Veerta Chakra, Tyag Chakra, and Raksha Chakra around a 15-metre-tall central obelisk with the eternal flame—the Amar Jawan Jyoti. It also houses bronze and stone murals and graphic panels. Isn't it amazing!

The innermost circle represents the Amar Chakra, also known as the 'Circle of Immortality'. This has the Obelisk with Eternal Flame. The Amar Jawan Jyoti flame symbolises the immortality of the spirit of fallen soldiers with the assurance that the nation will never forget their sacrifice.

The second circle is called the Veerta Chakra, which is also known as the 'Circle of Bravery'. There is a covered gallery that exhibits six murals crafted in bronze, depicting valiant battle actions of our Armed Forces.

The third circle represents the Tyag Chakra, also known as the 'Circle of Sacrifice'. The circular concentric walls of honour symbolise the ancient war formation, which is called Chakravyuh. The walls are covered with granite tablets and



https://www.mygov.in

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individual tablet is solely dedicated to each fallen hero of post-Independent India. Their names are etched in golden letters.

The outermost circle represents the Raksha Chakra, which is also known as the 'Circle of Protection'. In this chakra the row of trees is a reassurance to the citizens of the country about their safety against any threat. Each tree represents the soldiers who ensure the territorial integrity of the nation.

We spent the whole day, from morning to evening, at the National War Memorial and the surrounding areas, marked by majestic lawns and grand buildings of Kartavyapath. We were immersed in the ambience that was solemn and a reminder of what a free nation could achieve. The overall environment created an emotive experience that was visually inspiring. I felt as if I had developed a bond with the place.

I learnt a lot, but I also have to admit that the various discourses during the day brought tears to my eyes. It was sad to think about the massive devastation and loss of life caused by wars. It motivated me to live a life worthy of the sacrifices of our heroes.

discourses: serious discussions on different topics

After our visit, the class decided to make presentations on stories of valour of the bravehearts we came across at the National War Memorial. We divided ourselves into five groups. We decided to make presentations depicting the courageous stories of the soldiers. Our teacher has also advised us to share our experience during the school assembly. I am delighted that all the students of our school will get to know about the National War Memorial and the soldiers it commemorates.

I am going to give a presentation on the story of Major Padmapani Acharya, who fought for India in the 1999 Kargil War and was awarded the Maha Vir Chakra.

Major Padmapani Acharya (MVC)

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The citation for the Maha Vir Chakra reads as follows:

Gazette Notification: 17 Pres/2000,15.8.99 Operation:
Op Vijay- Kargil Date of Award: 15 Aug 1999

Citation

Major Padmapani Acharya (IC-55072) 2 Rajputana Rifles
(Posthumous)

On 28 June 1999, Major Padmapani Acharya as a Company Commander, was assigned the formidable task of capturing an enemy position which was heavily fortified, strongly held and covered with mines and sweeping machine gun and artillery fire.

Success of the battalion and brigade operation hinged on the early capture of this position. However, the company attack almost faltered at the very beginning when the enemy's artillery fire came down squarely on the leading platoon, inflicting large number of casualties.

With utter disregard to his personal safety, Major Padmapani Acharya took the reserve platoon of his company and led it through raining artillery shells. Even as his men were falling to the murderous enemy fire, he continued to encourage his men and charged at the enemy up the steep rock face with his reserve platoon.

Unmindful of the hail of bullets from the enemy's position, Major Padmapani Acharya crawled up to the enemy position and lobbed grenades. In this daring assault, Major Acharya was severely injured. Despite being seriously injured and unable to move, he ordered his men to leave him and charge at the enemy while he continued to fire at the enemy. The enemy position was finally over-run and the objective was captured.

After completion of the mission, the officer however, succumbed to his injuries.

Major Padmapani Acharya displayed exceptional courage, leadership and spirit of self-sacrifice in the face of the enemy.

https://www.gallantryawards.gov.in/awards

Before he went into battle, he wrote a letter to his father that he wasn't afraid or scared about losing his life while trying to protect the motherland. Quoting *Shrimad Bhagavad Gita* he went on to say:

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हतो वा प्राप्स्यसि स्वर्गं जित्वा वा भोक्ष्यसे महीम्।
तस्मादुत्तिष्ठ कौन्तेय युद्धाय कृतनिश्चयः॥2.37॥

Hato vā prāpsyasi svargaṃ jitvā vā bhokṣyase mahīm
Tasmāduttiṣṭha kaunteya yuddhāya kṛtaniścayaḥ

If you fight, you will either be slain on the battlefield and go to the celestial abode, or you will gain victory and enjoy the kingdom on the earth. Therefore, arise O, son of Kunti! Be determined to fight.

Here is the website link for National War Memorial https://www.mygov.in/campaigns/national-war-memorial. Share it with your friends to learn more about it.

We reached Bengaluru yesterday. I have written a long letter as I could not help sharing this inspiring experience with you.

Give my regards to your mom and dad. I miss your mom's *chhole bhature*. You know I am a foodie! Say hello to Amit.

Your friend,
Soumya

Let us discuss

I Complete the table given below. An example has been done for you. Check your answers with the teacher.

Name of the War Hero	Contribution and Achievement	Award Given
Major Somnath Sharma	Battle of Badgam in 1947	First Param Vir Chakra awarded posthumously
Captain Mahendra Nath Mulla		
Lance Naik Albert Ekka		
Major Padmapani Acharya		

II Find the paragraph(s) and sentences in the text that evoke the feelings given below.

1. feeling of wonder 2. heartening 3. sense of motivation

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4. pride 5. visually inspiring 6. sadness
7. gratitude 8. inspiration

III Which is India's highest gallantry award?

IV How would Ananda feel after reading this letter?

V Do you think Soumya enjoyed writing this letter? Why or why not?

II

House No.... Sector...

Chandigarh

24 April 20XX

Dear Soumya,

It was such a pleasure to receive your letter. I enjoyed reading your experience of the visit to the National War Memorial in Delhi, as well as your observations and feelings during the visit. You really have an eye for detail, and being the sensitive person that you are, you have been able to capture the essence of the emotions associated with this memorial.

I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate our war heroes or victory and commemorate those who lost their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country. I feel motivated and I am seriously thinking of joining the Armed Forces to serve my motherland.

edifice: a large building which is impressive

I also feel it is our duty to periodically visit such places to honour our valiant soldiers, who have made great sacrifices for us. Their sacrifices enable us to walk freely in our country without fear of enemy threats. It is nice of your teacher and school to arrange this visit to give you all a chance to learn about India's heroes and also pay your respect to them. The idea of your class to make a presentation at the school and make everyone a part of your experience is wonderful! Best of

valiant: very brave

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luck for your presentation, I hope it goes well and motivates the school students to join the Indian Armed Forces.

Your letter has reminded me of a time when we visited the war memorial in our city. While visiting one of Chandigarh's gardens, we saw a lot of activity around the Bougainvillea Garden in Sector 3. As we approached the garden, we saw people offering flowers and prayers. We joined the group out of curiosity and quickly realised that they were all there to pay respect to the soldiers at the War Memorial located in the heart of the garden.

When I think back about my visit where everyone was dedicating flowers as a mark of respect to our soldiers, I was reminded of the following poem:

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Pushp ki Abhilasha

Chaah Nahi, Main Sur Bala Ke Gehanon
Mein Goontha Jaaun,
Chaah Nahi, Premi-Mala Mein Bandh
Pyaari Ko Lalchaaun!

Chaah Nahi, Samraaton Ke Shav
Par, Hey Hari, Dala Jaaun,
Chaah Nahi Devon Ke Sir Par
Chadhoon, Bhagya Par Ithlaun!

Mujhe Tod Lena, Vanmali!
Us Path Per Dena Tum Phaink,
Matrabhoomi Per Sheesh Chadhane
Jis Path Jaavein Veer Anek!

-Makhanlal Chaturvedi

पुष्प की अभिलाषा

चाह नहीं, मैं सुरबाला के
गहनों में गूँथा जाऊँ,
चाह नहीं, प्रेमी-माला में
बंध प्यारी को ललचाऊँ!

चाह नहीं, सम्राटों के शव
पर, हे हरि, डाला जाऊँ,
चाह नहीं, देवों के सिर पर
चढ़ूँ, भाग्य पर इठलाऊँ!

मुझे तोड़ लेना, वनमाली!
उस पथ पर देना तुम फेंक,
मातृभूमि पर शीश चढ़ाने
जिस पथ जावें वीर अनेक!

–माखनलाल चतुर्वेदी

Reprint 2026-27

I hope you like the poem. I must say, I was inspired by your idea of presenting the valourous stories of India's soldiers. There are so many stories of courage, bravery and sacrifice which remind us that many of the challenges we face in our lives are inconsequential. We can enjoy peace in our country and the luxury of exchanging ideas with our friends because our Armed Forces are alert and work hard to create that environment for us.

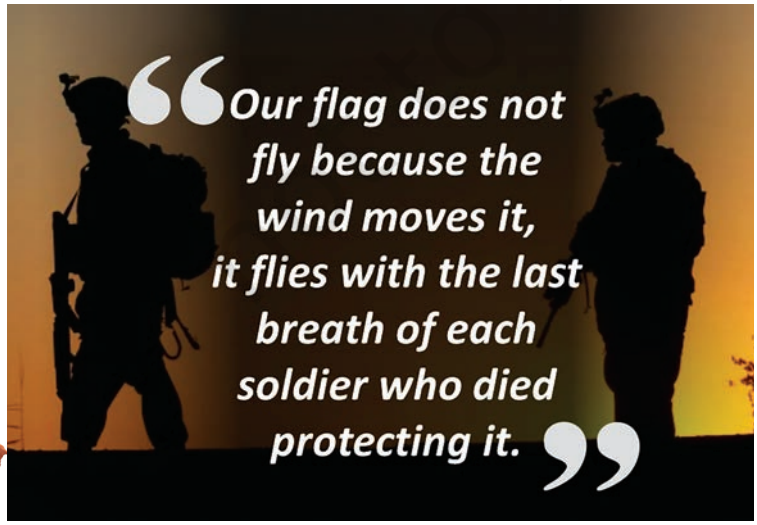
Captain Anuj Nayyar, MahaVir Chakra

Very recently, I read in the newspaper that Captain Anuj Nayyar, MVC, an Indian Army officer of the 17 Jat regiment was posthumously awarded the Maha Vir Chakra, India's second highest gallantry award, for exemplary valour during the Kargil War in 1999. I look forward to learning more about him. Meanwhile, I learnt that his mother Meena Nayyar has written a memoir titled *Tiger of Drass– Capt. Anuj Nayyar – 23 – Kargil Hero*, which I shall certainly go through. I am sharing with you an excerpt of her interview with Indo-Asian News Service (IANS).

memoir: an account of one's personal life and experiences

"Writing about the smallest things about your child who is not with you really used to shake me, but gradually I came to terms with it by telling myself that if I didn't write about him no one would know about Anuj's sacrifice."

Published on: 13 April 2022, 1:59 p.m.



https://lifenlesson.com/wp-content/uploads/2016/07/Slide5-8.jpg

I have shared your experience with many of my friends. We all wish to visit the National War Memorial, Delhi. We have found out a mobile app 'National War Memorial and Museum'. This app is very interactive and provides answers to our queries in 21 languages. The murals on the walls are enchanting. A great learning experience indeed!

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Murals depicting soldiers in action https://www.mygov.in

Next week, I am going to share this idea with my classmates and my teacher. I think it would be great to create a collage capturing the lives and stories of people that can inspire us each day.

I know that we can email each other. I really like to receive letters from you, not just because of the ideas that you share but also because the envelope of your letters often comes with beautiful stamps, which make me happy. I don't know if I ever shared it before, but collecting stamps is one of my favourite hobbies. I've been doing it for years. But I learnt recently that the act of collecting stamps is called 'philately'. This time I received a stamp that celebrates India's independence, a theme related to your letter.

Okay, that's all from me for now. But before I conclude, guess what we had for breakfast! Fluffy idlis and we all remembered you. Give my regards to your parents.

I am inspired by your letter!

Hope to hear from you soon about your new adventures and experiences.

Best wishes,

Ananda

https://postagestamps.gov.in/stamps_List.aspx

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Let us discuss

I Why was Ananda reminded of the poem 'Pushp ki Abhilasha'?

II How does Soumya's letter help Ananda in pursuing her hobby?

III Ananda is inspired to act after reading the letter from Soumya. What actions does she intend to take up? Fill in the table citing the sentences from the text.

1.	visit	
2.	mobile app	
3.	sharing ideas	
4.	creating a collage	
5.	joining the army	
6.	website	

Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation. I was also overwhelmed by the interminable flame as a metaphor for eternal stories of courage and valour.*

(i) Complete the analogy with a word from the extract.

flame: valour:: wreath: _____

(ii) How does the lighting design make the monument visually appealing?

(iii) State whether the following sentence is a fact or an opinion.

It truly is a majestic site...

(iv) What does the everlasting flame suggest?

(v) Choose the correct option to complete the sentence.

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The tone of the writer in this extract is _____.

A. modest B. light-hearted C. admiring D. nostalgic

2. *I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate a war or victory and commemorate those who sacrificed their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country.*

   (i) Choose a line from the extract which shows that Ananda was aware about the National War Memorial.

   (ii) What might be the most likely reason for people to consider a war memorial as a monument?

   (iii) Fill in the blank with a suitable word from the extract.

   We conduct special competitions at school to _____ our Independence day.

   (iv) Select a phrase from the extract showing that Ananda is expressing an opinion.

   (v) Complete the sentence with a suitable reason.

   Ananda refers to the sacrifice of soldiers as 'supreme' sacrifice because _____.

II Answer the following questions.

1. What is the significance of the National War Memorial?
2. Lance Naik Albert Ekka is an example of selflessness, determination, and exceptional courage. Elaborate.
3. Explain how the National War Memorial and Museum app will be helpful in spreading awareness about war heroes.
4. Why is it our duty to pay homage to our brave soldiers?
5. What is the main idea of this text? How does it justify the title, 'A Homage to our Brave Soldiers'?
6. Why were the students awestruck and humbled? Explain in your own words.

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Let us learn

Study the following words taken from the text.

disregard, inconsequential, immortal, undaunted

These words are made by adding word beginnings like dis-, in-, im- and un- to the root words regard, consequence, mortal, and daunt respectively. Such word beginnings are called prefixes.

- dis-+regard
- in-+consequential
- im-+mortal
- un-+daunted

I Match the prefixes with their meanings and the root words to create a new word in the table given below. An example has been done for you.

1. Prefixes	2. Meanings	3. Root Words	4. New Words
re-	badly, wrongly	questionable	
mal-	beyond, outside	activate	
un-	opposed to; against	define	
anti-	former	functioning	
extra-	lacking; not	service	Extraordinary
ex-	remove	ordinary	
de-	do again	social	

Now, complete the paragraph by using the new words created in the table.

Soldiers undergo (i) **extraordinary** training to prepare for their challenging duties. They learn to (ii) _____ explosives and handle (iii) _____ equipment with precision. They stand as a powerful force against (iv) _____ elements, displaying (v) _____ bravery. (vi)_____ members often share their experiences to inspire new recruits. Their service can continually (vii) _____ the essence of commitment and sacrifice.

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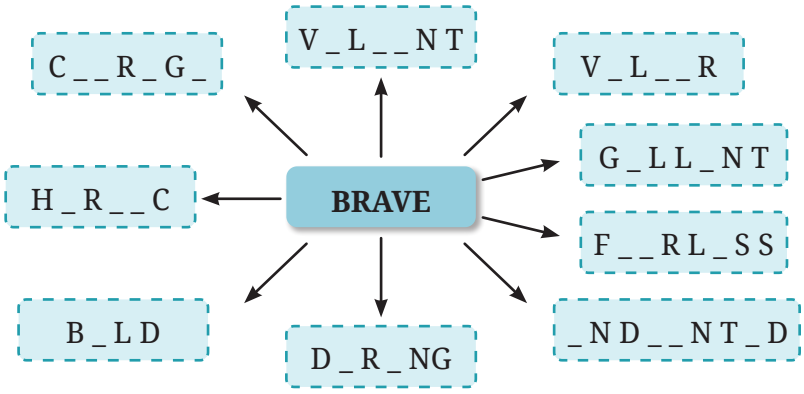
II Find words associated with 'brave' by filling in the missing vowels in the boxes given below.



III Fill in the blanks with the correct opposite words of 'brave' from the box to complete the following sentences.

1. Ajay's _____ refusal to stand up for his friend was disappointing to everyone.
2. The _____ child hid behind his mother, too scared to meet the new teacher.
3. Anjali's _____ of heights prevented her from climbing the tall ladder.
4. Sushma felt _____ as she entered the dark, abandoned building alone.

fear
cowardly
timid
afraid

IV Read the following sentences from the text and divide them into two parts. An example has been done for you.

1. I aspire to be courageous like him when I join the army!
2. They exchange letters and share their feelings of gratitude for the freedom they enjoy because of the sacrifices made by the bravehearts of the country.
3. Though seriously wounded in this encounter, he continued to fight alongside his comrades.
4. The sacrifices of the soldiers make monuments like the National War Memorial extremely important so that we should never forget the cost of freedom.

Part 1	Part 2
I aspire to be courageous like him	when I join the army!

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When the part of a sentence conveys complete meaning and is independent, it is called **main clause.** The part of the sentence which is dependent on the main clause to make complete sense is the **subordinate clause.**

The words or phrases that connect the two parts of sentences such as, when, because, though, so that—convey a specific meaning—time, reason, contrast, purpose, respectively. Connecting words are called **subordinating conjunctions.**

V Combine the following pairs of sentences using suitable subordinating conjunctions given in the box below.

because	unless	when	where	though

1. Wasi burst into tears. He heard the good news.
2. Himani was very nervous. She delivered a great presentation.
3. This is the place. I was born.
4. The students performed very well. They studied diligently.
5. Water the plants. They will die.

VI Complete the following sentences with suitable main clause or subordinate clause.

1. Farheen was late to work because _____.
2. The dog started barking when _____.
3. She completed the marathon although _____.
4. _____ while they were hiking in the mountains.
5. Abhishek received a promotion after _____.
6. _____ before the deadline approached.
7. We waited in the car until _____.
8. _____ as the waves rushed to the shore.

Let us listen

You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear. (Transcript for the teacher on pg. 223)

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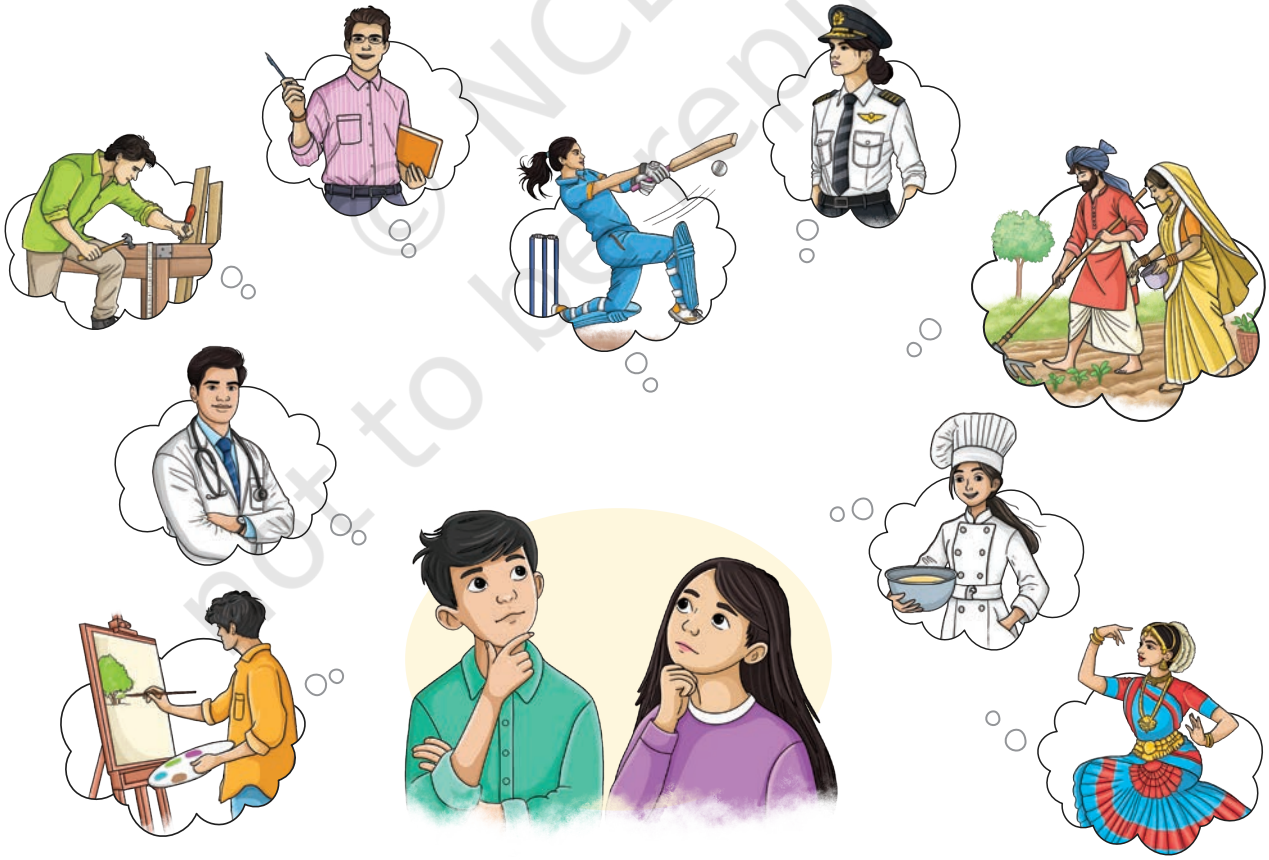
1. What type of job does Gunjan think the Armed Forces is?
2. What feature of the Armed Forces fills Gunjan with pride?
3. How does the disciplined life of the Armed Forces impact the body and mind, according to Gunjan?
4. List any one aspect about a job in the Armed Forces that Gunjan feels helps someone grow.
5. State any two things that Gunjan feels life in the Armed Forces teaches.

Let us speak

1. Work in pairs and identify the different professions displayed in the picture.

2. Imagine that you dream of or wish to pursue some of these professions and vocations. Take turns to express this along with a reason. Do not forget to include what preparation would be required to fulfill the dream. Speak about all the given professions and vocations.



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Use the prompts given below.

- I would like to become... because... For this I would have to first...
- I dream of working as a... as... This would involve...
- To become a... has been a childhood dream. This is so because...In order to become a... I would have to...
- One day, I hope to become... Then I would be able to... However, first I would need to...
- It would be great if I could work as... as it would let me... For this I would have to...

Let us write

You have read about the sacrifices made by the Armed Forces during war. However, the Armed Forces also play a key role during peace time. Write a letter to your friend sharing how the Armed Forces contribute their services during the times of natural calamities (floods, earthquakes, etc.), infrastructure development (building bridges in remote areas, etc.) and for welfare initiatives (medical camps, establishment of libraries, etc.)

Let us explore

I Every branch of the Armed Forces has a motto. Read the mottos given below.

1. Indian Army	Sevā Paramo Dharmaḥ (Service Before Self)
2. Indian Air Force	Nabhaḥ Spr̥śaṁ Dīptam (Touch the Sky with Glory)
3. Indian Navy	Sham No Varunah (Be Auspicious Unto Us Oh Varuna)

II India has many other Forces that serve the nation. For example, Central Reserve Police Force (CRPF).
Find out about such Forces and discuss with the teacher.

III Create a collage capturing the lives and stories of people that inspire us. In groups of four, prepare a collage on a chart paper on any such person and present it in the class.

IV Many women have joined the Armed Forces and are serving the nation. Have a discussion in the class with examples.

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My Dear Soldiers

Let us do these activities before we read.

I Look around and identify the people who contribute to your life selflessly with a risk to their own lives. Share your answers with your classmates and the teacher.

II Work in pairs. Discuss at least three questions that you would like to ask the people identified in I.

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Let us read

Oh! Defenders of borders
You are great sons of my land
When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
Treading the lonely expanses as yogis
Climbing the heights or striding the valleys
Defending the deserts or guarding the marshes
Surveillance in seas and by securing the air
Prime of your youth given to the nation!!
Wind chimes of my land vibrate your feat
We pray for you brave men!!
May the Lord bless you all!!

A.P.J. Abdul Kalam

Note

When the poet mentions 'great sons' he is actually referring to all the soldiers (men and women) serving the nation.

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Let us discuss

I Complete the summary with an exact word from the poem. An example has been done for you. Share your answers with your classmates and the teacher.

The poem is a tribute to the soldiers of the 1. **land** who defend the 2. _____ of their country. It highlights their untiring commitment and sacrifices as they guard the nation. The soldiers remain vigilant and dedicated, whether it's windy, snowy, or 3. _____ hot. They walk on 4. _____ stretches of land like the yogis. Their duty takes them to different terrains, including mountains, valleys, 5. _____, and marshes. The poet acknowledges that they have given a major part of their 6. _____ to protect the nation. The poet says the wind chimes show their respect to the soldiers' 7. _____. The poet concludes with prayers for their well-being and blessings.

II Select the correct option for the following questions.

1. The theme of the poem is _____.
   (i) patriotism and sacrifice
   (ii) heroism and awareness
   (iii) nature and hardship
   (iv) seasons and terrains
2. The tone of the poem is _____.
   (i) admiring (ii) sad (iii) respectful
   (iv) grateful (v) prayerful
   A. Only (v) B. (i) and (iii)
   C. (ii), (iii) and (v) D. (i), (iii), (iv) and (v)

III Complete the following sentences by explaining why the poet has used the following poetic devices.

1. **Imagery** because _____.
2. **Simile** because the soldiers are likened to _____.
3. **Metaphor** because the poet uses wind chimes _____.
4. **Repetition** of the words 'you' and 'we' because _____.
5. **Alliteration** such as 'season or snowy' and _____ to create _____.

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Let us think and reflect

I Read the extract given below and answer the questions that follow.

When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
Treading the lonely expanses as yogis

1. Identify a set of opposite words from the extract.
2. Complete the sentence appropriately.

   The phrase 'still hold on to your deed' refers to the soldier's attitude of _____.
3. Identify whether the following statement is **true** or **false**.

   The soldiers walk across the deserted stretches of land.
4. Give evidence from the extract to show that soldiers face harsh weather conditions.
5. Which quality of the soldiers is highlighted in this extract?

   (i) modesty (ii) optimism (iii) simplicity (iv) dedication

II Answer the following questions.

1. Who is the speaker of this poem? How can you say so?
2. How is the theme of the poem conveyed through imagery? Support your answer with examples from the poem.
3. How does the poet highlight the commitment of the soldiers? Provide examples from the poem to support your answer.
4. What is the significance of the line 'Prime of your youth given to the nation!!' with reference to sacrifice and service?
5. The poem ends with a prayer for the soldiers' well-being and blessings. Why is it important for each one of us to pray for the well-being of soldiers?

Let us learn

I The poem mentions a few terrains (physical features of land)—valleys, deserts, and marshes. Identify the terrains from the box given below. There are two that you do not need.

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ghats river plateau delta bay peninsula mountains

II Study the following phrases from the poem.

- *treading the lonely expanses*
- *climbing the heights*
- *scorching sun*

Such phrases are word pairs that come together in combinations and are called **collocations**.

Collocations are specific word pairings in English. They refer to the way certain words frequently appear together with others.

Fill in the blanks by choosing the words given in the brackets that collocate appropriately.

1. The hikers reached the _____ (summit/peak) of the mountain after several days of trekking through challenging conditions.
2. The _____ (empty/barren) landscape of the desert made it nearly impossible to find any water sources.
3. In the rainforest, the _____ (heavy/dense) forest provides a habitat for a diverse range of wildlife.
4. Chitra is a very _____ (heroic/adventurous) person and enjoys mountain climbing.
5. I'll try to get back in time, but I'm not _____ (doing/making) any promises.

Let us listen

I **Think and complete** the poem titled 'A Soldier's Pride', given below. (Transcript for the teacher on pg. 224)

In fields so vast, our soldiers stand,
With hearts so brave, and firm 1. _____,
They guard our land both night and 2. _____,
To keep our fears and foes at bay.

With every dawn and setting 3. _____,
Their duty calls, it must be done,
Through 4. _____ skies and blazing heat,
They 5. _____ along with steady feet.

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For love of land, they 6. _____ and strive,
To keep our hopes and 7. _____ alive,
With pride and honour, they defend,
Our beloved India, till the very 8. _____.

II Now, **listen to the poem** and correct your answers wherever required.

Let us speak

I Work in pairs and practise reciting the poem 'My Dear Soldiers'. Pause briefly at (/) and emphasise the highlighted words.

My/Dear/Soldiers/by A.P.J. Abdul Kalam
(pause and count 1-2-3 silently before reciting the poem)

Oh! Defenders / of borders /
You are **great sons** / of my land /
When we are all / **asleep** /
You still hold on / to your **deed** /
Windy season / or **snowy days** /
Or **scorching sun's** / sweltering **rays** /
You are there / **guarding** all the time / **awake** /
Treading the **lonely expanses** / as **yogis** /
Climbing the heights / or **striding** the valleys /
Defending the **deserts** / or guarding the **marshes** /
Surveillance in seas / and by securing the **air** /
Prime of your **youth** / given to the **nation!!** /
Wind chimes of my land / **vibrate your feat** /
We **pray for you** / brave men!! /
May the **Lord** bless you all!! /

2. Now, recite aloud in groups of 8–10.

Remember—

- Use volume to add emotion to the poem. For instance, speak more softly for lines that express tenderness or solemnity and louder for lines that convey strength or pride.
- Maintain a steady pace. Don't rush through the lines.
- Use appropriate facial expressions to boost the meaning of the poem. Stand tall with a confident posture to reflect the pride and strength of the soldiers.

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Let us write

I An **acrostic poem** is the one in which the first letter of each line spells out a word, name or phrase when read vertically. Read the example given below and compose your own acrostic poem.

Proud of motherland	**S**_____
Always alert I stand	**O**_____
Time, my concern never	**L**_____
Respect to her, forever	**D**_____
In worse times or better	**I**_____
Our love has no end	**E**_____
To me, my country is my friend.	**R**_____

II We cannot thank our soldiers enough. To express your admiration, draft a note of gratitude for their selfless service to the nation. (Word limit: 50 words)

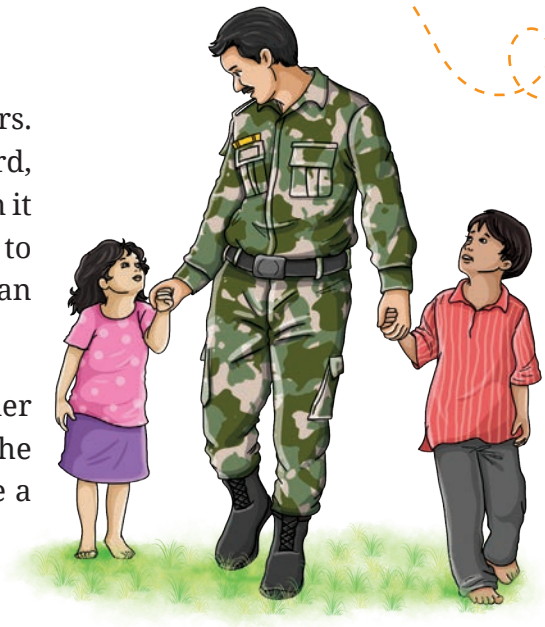
You may begin this way:

Dear Bravehearts,
I would like to...

Let us explore

I Design a badge of honour for the soldiers. You may make it by hand, with cardboard, paper, and colours, or alternately, design it digitally and take a printout. Remember to include a self-designed logo and a slogan in the badge.

II Find out any poem or story in your mother tongue or regional language about the sacrifices and bravery of soldiers. Make a presentation in the class.



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Rani Abbakka

Let us do these activities before we read.

I Solve the riddle given below and share your answer with your classmates and the teacher.

She was a queen who led the fight,
She fought for her country and her right.
With a shining sword in her hand,
Her son on her back in a cloth band
Remembered as a warrior grand,
She died defending her beloved Motherland.
Who is she?

II Think of any other women warriors who made a significant contribution to India's struggle for Independence. Share your answers with your classmates and the teacher.

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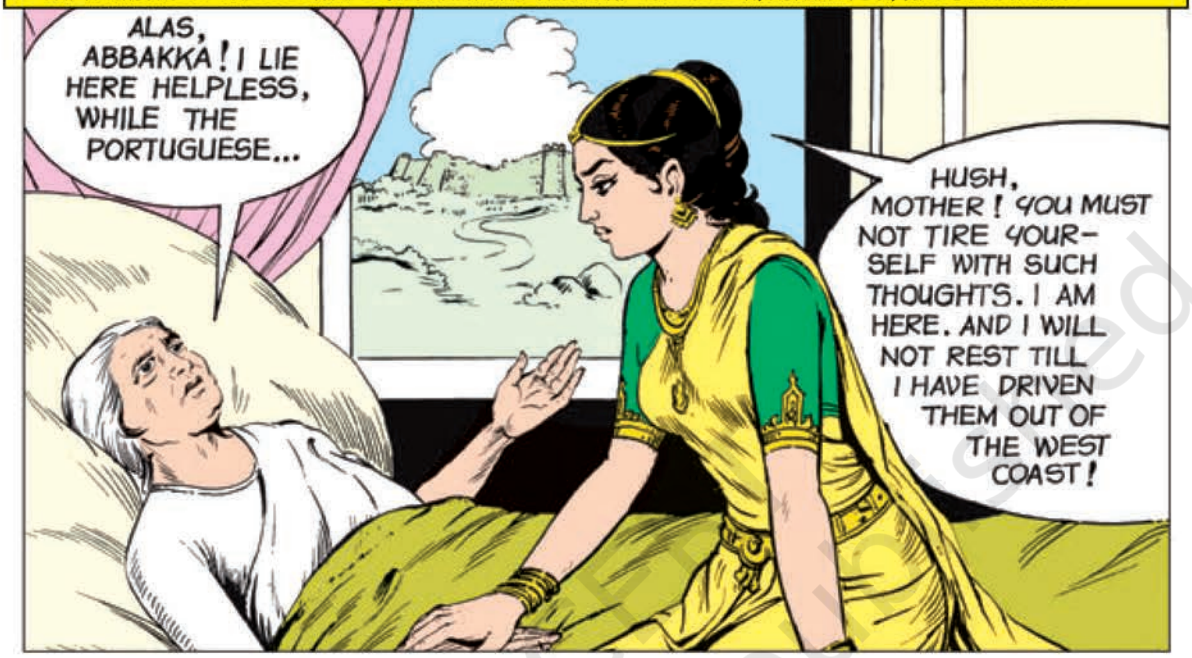
Let us read

Rani Abbakka

HIRIYA ABBAKKA, THE QUEEN OF ULLAL, A SMALL PRINCIPALITY ON THE WEST COAST OF KARNATAKA, WAS ON HER DEATH-BED. YEARS AGO, ULLAL HAD BEEN CAPTURED BY THE PORTUGUESE AND HAD BECOME A VASSAL – THEY WERE REQUIRED TO PAY A TRIBUTE TO THE COLONIAL POWER. HER DAUGHTER AND SUCCESSOR, ABAKKA DEVI, WAS BY HER SIDE.



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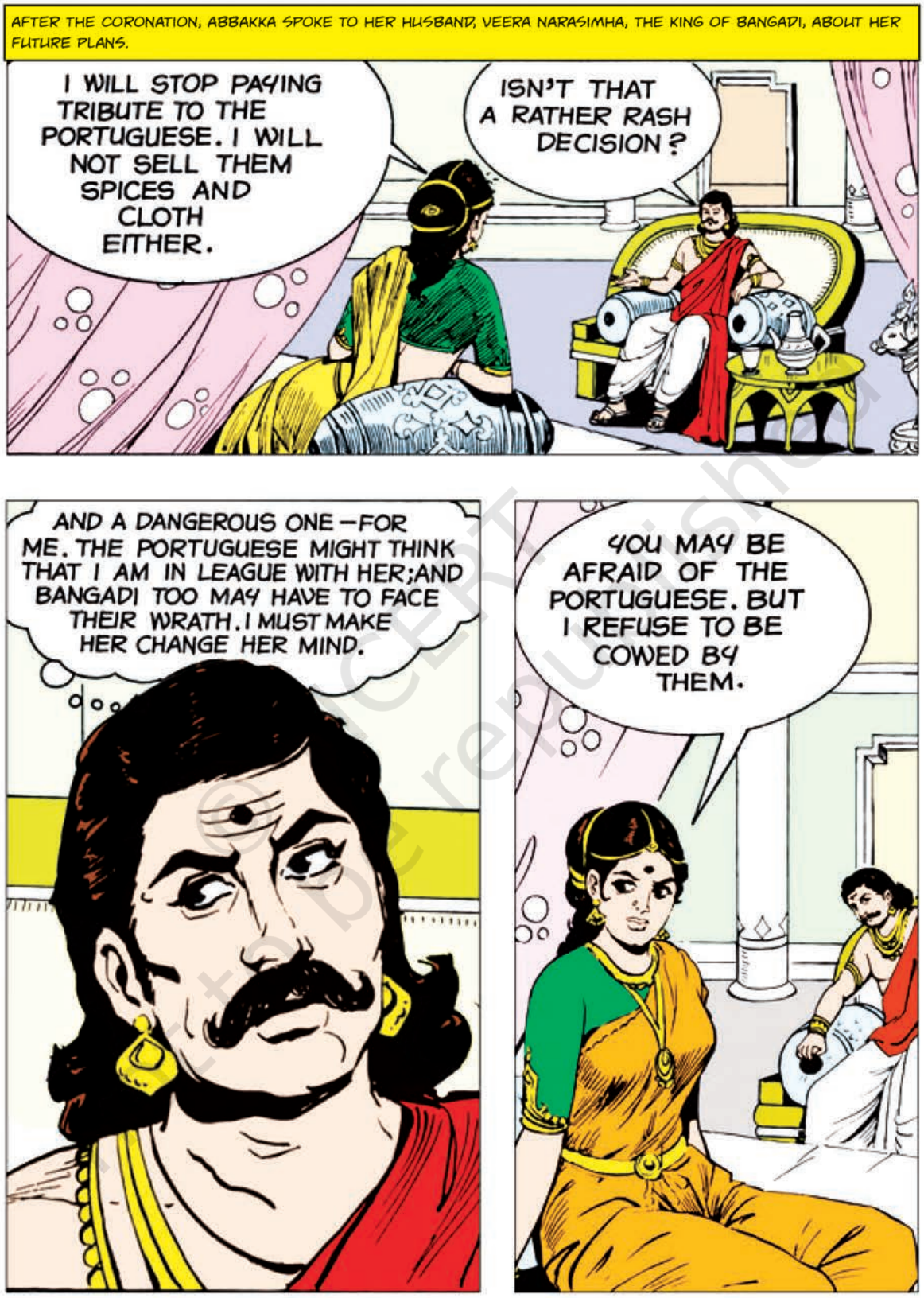

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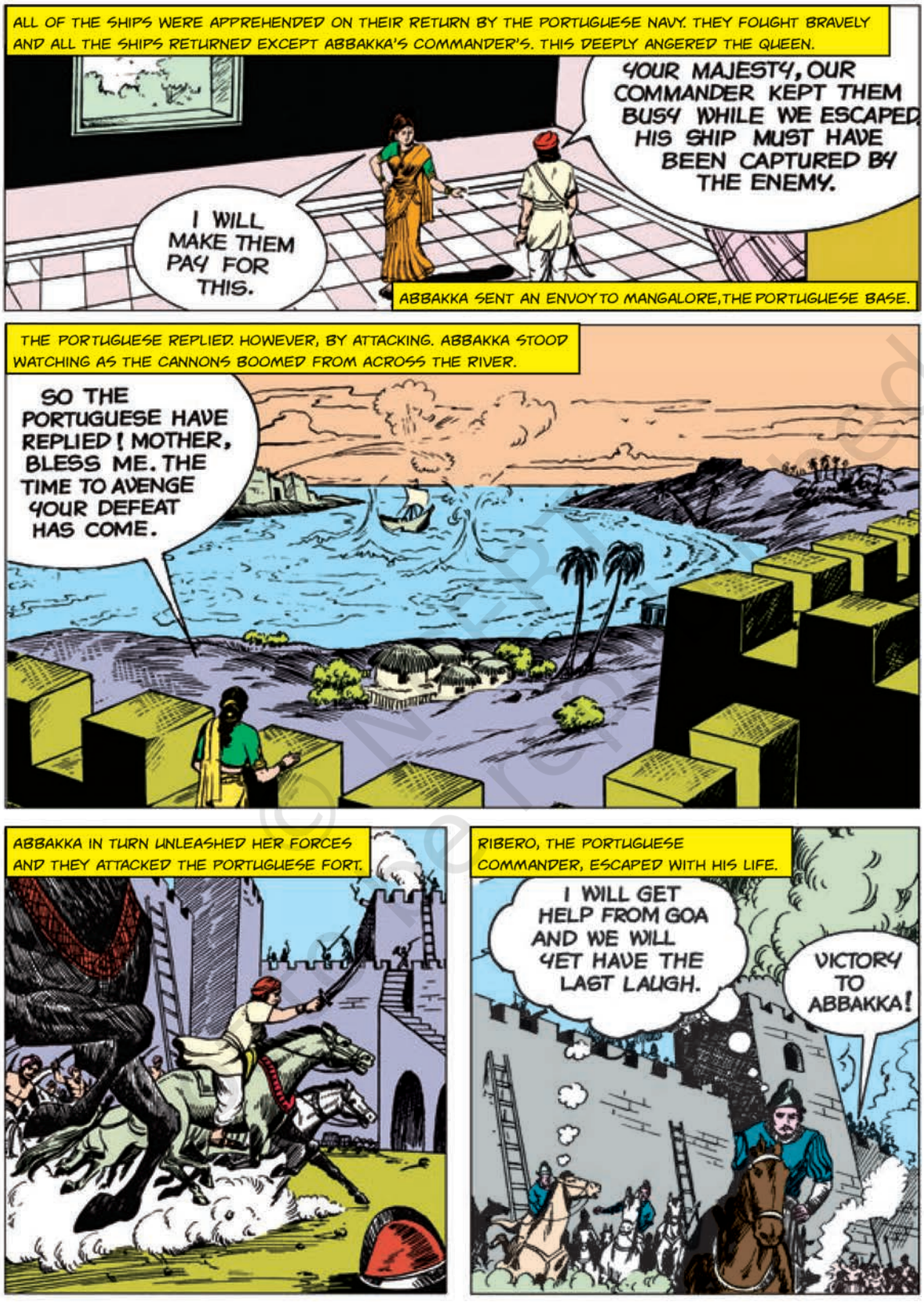
AS ABAKKA WALKED AWAY –
STOP HER! SEIZE HER!!
BUT SUCH WAS THE SPELL CAST BY THE BRAVE QUEEN, NOT A SOLDIER STIRRED. THEY DECIDED TO FOLLOW THEIR BRAVE LEADER.

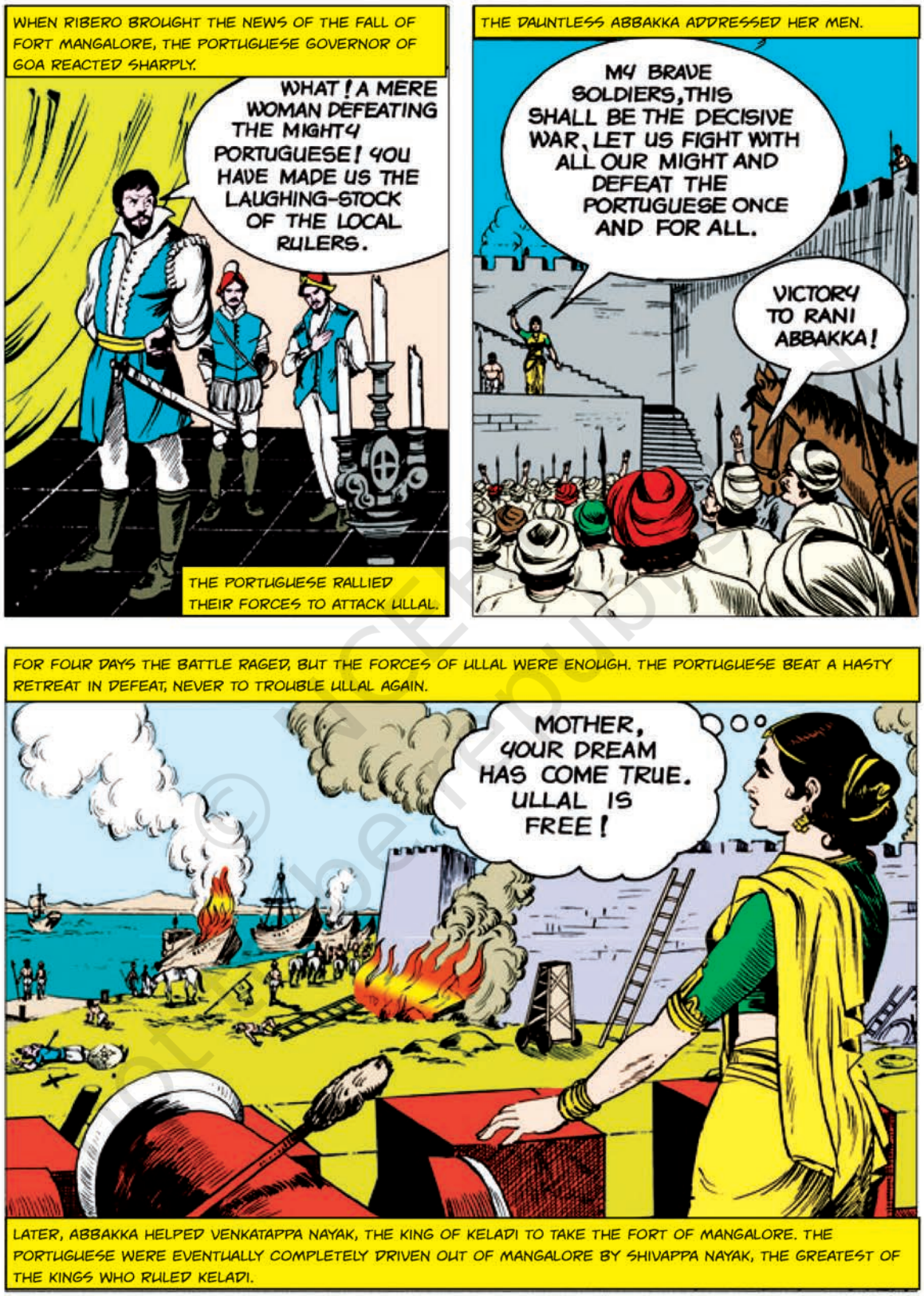
ABBAKKA ADDRESSED A MEETING OF RAJAS.
IF WE UNITE AND FIGHT, WE COULD DRIVE THE PORTUGUESE OUT OF OUR LAND.
IMPOSSIBLE! WE ARE NO MATCH FOR THEM.
I WOULD ADVISE YOU NOT TO PROVOKE THEM.

THEIR REACTIONS ONLY SERVED TO STRENGTHEN ABBAKKA'S RESOLVE.
I WILL HAVE TO FIGHT THE PORTUGUESE ALONE. FOR FIGHT THEM I WILL — SINGLE-HANDED, IF NEED BE!

THE NEXT DAY, A PORTUGUESE ENVOY PRESENTED HIMSELF TO THE QUEEN.
OUR GOVERNOR HAS SENT ME TO REMIND YOU THAT THE ANNUAL TRIBUTE FROM ULLAL IS LONG OVERDUE. AND...

WE ARE A SOVEREIGN COUNTRY. WE DON'T PAY TRIBUTE TO PORTUGAL. AND WE DON'T TAKE ORDERS FROM THE PORTUGUESE!
ABBAKKA ORDERED MERCHANT SHIPS TO BE BUILT AND IN ALLIANCE WITH THE ZAMORIN OF KOZHIKODE, SHE DEFIED THE PORTUGUESE AND ESTABLISHED A HUGELY PROFITABLE TRADING RELATION WITH ARABIA.
VISIT US AGAIN, BROTHER.
GOD WILLING, WE WILL.
YOUR MAJESTY, YOU WILL REGRET YOUR STAND.
MOTHER, THIS IS THE BEGINNING. AND I PROMISE YOU THAT THE END WILL SOON FOLLOW.


ALL OF THE SHIPS WERE APPREHENDED ON THEIR RETURN BY THE PORTUGUESE NAVY. THEY FOUGHT BRAVELY AND ALL THE SHIPS RETURNED EXCEPT ABBAKKA'S COMMANDER'S. THIS DEEPLY ANGERED THE QUEEN.
YOUR MAJESTY, OUR COMMANDER KEPT THEM BUSY WHILE WE ESCAPED. HIS SHIP MUST HAVE BEEN CAPTURED BY THE ENEMY.
I WILL MAKE THEM PAY FOR THIS.
ABBAKKA SENT AN ENVOY TO MANGALORE, THE PORTUGUESE BASE.
THE PORTUGUESE REPLIED. HOWEVER, BY ATTACKING. ABBAKKA STOOD WATCHING AS THE CANNONS BOOMED FROM ACROSS THE RIVER.
SO THE PORTUGUESE HAVE REPLIED! MOTHER, BLESS ME. THE TIME TO AVENGE YOUR DEFEAT HAS COME.
ABBAKKA IN TURN UNLEASHED HER FORCES AND THEY ATTACKED THE PORTUGUESE FORT.
RIBERO, THE PORTUGUESE COMMANDER, ESCAPED WITH HIS LIFE.
I WILL GET HELP FROM GOA AND WE WILL YET HAVE THE LAST LAUGH.
VICTORY TO ABBAKKA!



https://amritmahotsav.nic.in/unsung-heroes.htm
(Ministry of Culture, GOI)

Let us discuss

I Match the words in Column 1 with their meanings in Column 2. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. vassal (n)	(i) extreme anger
2. coronation (n)	(ii) take hold of suddenly or forcibly
3. successor (n)	(iii) happen in a violent way
4. rash (adj.)	(iv) acting or doing something without thinking about the consequences
5. sovereign country (n)	(v) association or partnership
6. league (n)	(vi) a ceremony at which a person is made king or queen
7. wrath (n)	(vii) fearless
8. seize (v)	(viii) capture
9. resolve (n)	(ix) a country with a government having complete authority
10. raged (v)	(x) a country/ state that is controlled by a more powerful country and has to pay money when needed
11. decisive (adj.)	(xi) a person who succeeds another
12. apprehended (v)	(xii) take revenge for
13. dauntless (adj)	(xiii) showing the ability to make decisions effectively
14. avenge (v)	(xiv) determination

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II Complete the table given below based on your understanding of the story. An example has been done for you. Share your answers with your classmates and the teacher.

Cause	Effect
1. Ullal had been captured by the Portuguese.	(i) Ullal had to pay a tribute to the colonial power.
2.	(ii) Rani Abbakka's husband Veera Narsimha felt it was a hasty decision.
3. Veera Narsimha ordered the soldiers to stop Rani Abbakka when she said she would not be frightened by the Portuguese.	(iii)
4. Rani Abbakka addressed a meeting of rajas for their support, who felt they would be no match for the Portuguese army and their power.	(iv)
5.	(v) Rani Abbakka in turn attacked the Portuguese Fort.

Let us think and reflect

I Read the extract given below and answer the questions that follow.

Portuguese envoy: Our Governor has sent me to remind you that the annual tribute from Ullal is long overdue and...

Rani Abbakka: We are a sovereign country. We don't pay tribute to Portugal. And we don't take orders from the Portuguese!

Portuguese envoy: Your Majesty, you will regret your stand.

Abbakka ordered merchant ships to be built and in alliance with the Zamorin of Kozhikode, she defied the Portuguese and established a hugely profitable trading relation with Arabia.

1. What does the word 'tribute' mean in this context?
2. Complete the sentence with a suitable reason.

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Rani Abbakka says, “We are a sovereign country” because _____.

3. Identify whether the following statement is **true** or **false**.

   The Portuguese envoy threatened Rani Abbakka.

4. Choose a word given in brackets to replace the underlined word.

   “... she <u>defied</u> the Portuguese and established a hugely profitable trading relation with Arabia.” (defeated/disobeyed)

5. Choose the option that lists the qualities of Rani Abbakka, based on this extract.

   (i) bold (ii) thoughtful (iii) capable

   (iv) generous (v) determined

   A. (i), (ii), and (v) B. (ii), (iii), and (iv) C. (i), (iii), and (v)
   D. (ii), (iv), and (v)

II Answer the following questions.

1. Rani Abbakka spoke to her mother on her deathbed. How might these words have made her mother feel?
2. What does the support of the people of Ullal and the soldiers for Rani Abbakka suggest about their mindset?
3. How might the people of Ullal have felt when the mighty Portuguese were defeated?
4. Why do you think Rani Abbakka’s victory against the Portuguese would have inspired other rulers to go against a foreign power?

Let us learn

I Study the following words from the text.

seize, sovereign, their, soldiers

The spelling of the given words have ‘ei’ and ‘ie’ in them.

Spelling tip: ‘i’ before ‘e’ except after ‘c’

For example: receive, deceive

Now, fill in the blanks with ‘ie’ or ‘ei’ for the following words.

1. c___ling 2. bel___ve 3. th___f 4. ach___ve 5. perc___ve
6. prot___n 7. soc___ty 8. sh___ld 9. w___ght 10. fr___nd

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II Study the highlighted word in the following sentence from the text.

...; and Bangadi too may have to face their ***wrath.***

Was the initial letter 'w' pronounced?

There are many words in the English language where certain letters are not pronounced but are spelt. They are called 'silent letters'.

For example :

campaign, knowledge, pneumonia, honour, calm

Now, find more words with silent letters.

III Read the following expressions from the text.

laughing stock, last laugh

Use the dictionary page given below to find the meanings of the following.

burst out laughing, don't make me laugh, laugh until you cry, have a good laugh.

laugh / la:f; *NAmE* laef/ verb, noun

verb 1 (I,T) to make the sounds and movements of your face that show you are happy or think sth is funny: to **laugh loudly/ aloud/ out loud** ◇**~ (at/ about sth)** *You never laugh at my jokes!* ◇ *The show was hilarious—I couldn't stop laughing.* ◇ She always **makes me laugh.** ◇ He **burst out laughing** (= suddenly started laughing). ◇ *She laughed to cover her nervousness.* ◇ *I told him I was worried but he laughed scornfully.* ◇ + **speech** *'You're crazy!' she laughed.*

2 (I) **be laughing** (*informal*) used to say that you are in a very good position, especially because you have done sth successfully: *If we win the next game we'll be laughing.*

IDM don't make me 'laugh (*informal*) used to show that you think what sb has just said is impossible or stupid: *'Will your dad lend you the money?' 'Don't make me laugh!'* he who laughs, last laughs 'longest (*saying*) used to tell sb not to be too proud of their present success; in the end another person may be more successful laugh all the way to the 'bank (*informal*) to make a lot of money easily and feel very pleased about it laugh in sb's 'face to show in a very obvious way that you have no respect for sb laugh like a 'drain (BrE) to laugh very loudly laugh on the other side of your 'face (BrE, *informal*) to be forced to change from feeling pleased or satisfied to feeling disappointed or annoyed laugh sb/sth out of 'court (BrE, *informal*) to completely reject an idea, a story, etc. that you think is not worth taking seriously at all laugh till/until you 'cry to laugh so long and hard that there are tears in your eyes laugh up

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your ‘sleeve (at sb/sth) *(informal)* to be secretly amused about sth laugh your ‘head off to laugh very loudly and for a long time not know whether to laugh or ‘cry (*informal*) to be unable to decide how to react to a bad or unfortunate situation you have/you’ve got to, ‘laugh (*informal*) used to say that you think there is a funny side to a situation: *Well, I’m sorry you’ve lost your shoes, but you’ve got to laugh, haven’t you?* ⇨ more at KILL *v.*, PISS *v.*

PHR V ‘laugh at sb/sth to make sb/sth seem stupid or not serious by making jokes about them/it **SYN** ridicule: *Everybody laughs at my accent.* ◇ *She is not afraid to laugh at herself* (= is not too serious about herself). ‘laugh sth↔‘off (*informal*) to try to make people think that sth is not serious or important, especially by making a joke about it: *He laughed off suggestions that he was going to resign.*

noun 1 [C] the sound you make when you are amused or happy: *to* ***give a laugh*** ◇ *a short/nervous/hearty laugh* ◇ *His first joke* ***got the biggest laugh*** *of the night.* ⇨ see also BELLY LAUGH **2 a laugh** [sing.] (*informal*) an enjoyable and amusing occasion or thing that happens: *Come to the karaoke night—it should be a good laugh.* ◇ *And he didn’t realize it was you? What a laugh!* **3 a laugh** [sing.] a person who is amusing and fun to be with: *Paula’s a good laugh, isn’t she?*

IDM **do sth for a ‘laugh/for ‘laughs** to do sth for fun or as a joke: *I just did it for a laugh, but it got out of hand.* have a (good) ‘laugh (about sth) to find sth amusing: *I was angry at the time but we had a good laugh about it afterwards.* ⇨ more at BARREL *n.*, LAST *det.*

Oxford Advanced Learners Dictionary

Now, use these expressions in sentences of your own.

IV Read the following dialogues from the text.

- *Rani Abbakka said, “I will make them pay for this.”*
- *The merchants said to the Arabians, “Visit us again, brother.”*

The given sentences are the direct words of the speaker; hence, they are in **direct speech**.

The **reported forms** or **indirect forms** of speech for the given sentences are:

- Rani said that she would make them pay for that.
- The merchants told the Arabian brothers to visit them again.

While reporting direct speech to indirect speech, we make certain modifications related to time, place, and person.

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- Time (Tense): Verbs are typically shifted back from a present tense to a past form in reported speech to reflect the change in time.
- Place (Adverbs of Place): Words indicating place are adjusted to fit the new context.
- Person: Pronouns and subjects are modified to align with the perspective of the reporter.

Changes made with reference to time (tense)

Direct Speech	Indirect Speech
Present Tense	Past Tense
Past Tense	Past Perfect Tense
Past Perfect Tense	No change
Present Progressive Tense	Past Progressive Tense
Past Progressive Tense	Past Perfect Progressive Tense
Past Perfect Progressive Tense	No change
Present Perfect Tense	Past Perfect Tense
Present Modal	Past Modal
Past Modal	No change

Changes made in pronouns

Direct Speech	Indirect Speech
I	she, he
you (singular)	she, he
you (plural)	they
we	they
my	her, his
our	their
your	her, his, their
me	her, him
us	them
mine	hers, his

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ours	theirs
yours	hers, his, theirs

Changes in time and place expressions

Direct Speech	Indirect Speech
now	then
ago	before
today	that day
tomorrow	the day after/the following day
yesterday	the day before/the previous day
next week/month/year	the following week/month/year
here	there
this	that
these	those

Rewrite the following sentences in direct speech to indirect speech. Remember to make the necessary changes.

1. The teacher said, "Women of valour have made significant contributions throughout history."

   The teacher remarked that _____.

2. "I enjoy reading historical novels," said Smitha.

   Smitha shared that _____.

3. The captain said to the coach, "Our team won the championship last year."

   The captain told the coach that _____.

4. The class teacher said, "Please turn off the lights when you leave."

   The class teacher requested _____.

5. "Finish the work before dinner," said mother to Ravi.

   Mother advised _____.

6. The vet said to the pet owner, "Take the dog for a walk."

   The vet instructed _____.

V Read the conversation between the Captain and the team.

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Captain : We need to focus on our strategy for the final match.

Player : I have some ideas on how we can improve our strategy.

Captain : Make sure to share those ideas with the team during practice.

Complete the following paragraph by transforming the dialogue in the indirect form of speech.

The Captain remarked that 1. _____.

To which one of the players replied that 2. _____.

The Captain advised the player to 3. _____.

Let us listen

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below. (Transcript for the teacher on pg. 224)

Information	Details
Full Name	Rani Gaidinliu
Date of Birth	January 1. _____ 1915
Place of Birth	Tamenglong district, 2. _____
Tribe	Rongmei (Kabui)
Age when joined the Hereka Movement	3. _____
Main aim of Movement	Revival of Naga tribal religion and self-rule (Naga Raj)
Year of Arrest	4. _____
Age of Arrest	5. _____
Sentence	Life imprisonment
Years of Imprisonment	1932 – 1947
Title Given	'Daughter of the Hills', 6. '_____'
Award	7. _____, Birsa Munda Award
Year of Death	1993

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Honour in Silchar, Assam	Park and 8. _____
Postal Stamp Issued	1996
Commemorative Coin Issued	9. _____

Let us speak

Some of the words from the story 'Rani Abbakka' are given in the table below. Work in pairs and pronounce these words by referring to the notes given below. Emphasise the highlighted syllable.

Remember, single syllable (monosyllabic) words do not have any stress.

Words	Pronunciation	Notes
1. vassal *(n)*	**va**-sul (two syllables)	The /a/ sound in **va** is similar to van. The word *vassal* rhymes with *apple*.
2. successor *(n)*	suhk·**seh**·suh (three syllables)	The /r/ sound in the end of the word is not pronounced.
3. rash *(adj.)*	rash (monosyllabic)	The /a/ sound is similar to **rat**.
4. league *(n)*	leeg (monosyllabic)	Use the long -ee sound, as in s**ee**d.
5. wrath *(n)*	roth (monosyllabic)	The -w is silent.
6. seize *(v)*	seez (monosyllabic)	Not to be confused with 'size'.
7. resolve *(n)*	ri-zolv (two syllables)	The -s becomes the /z/ sound.

Let us write

India's past was heroic, and at present, the pace of her development is inspiring. Women play a significant role in it. These women are around us, inspiring us all the time.

With these thoughts, write a conversation between two students, Pratap and Tarana, discussing the role played by women in forming India's identity as a strong nation.

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You may begin like this:

Pratap : Tarana, I have a lot of respect for women like...

Tarana : I believe in the capabilities of women. Did you...?

Complete the conversation in about six to eight sentences for each of them and share your answers with your classmates and the teacher.

Let us explore

In groups of five, find facts about any one brave woman who we remember because of her achievements and present in class. For example, Rani Chennamma of Kittur, Rani Durgavati, Ahilyabai Holkar, Jhalkari Bai, Captain Lakshmi Sahgal, Kanaklata Barua, Kalpana Chawla, or anyone else.

Include the following in your presentation:

1. Childhood
2. Training / Education
3. Achievements
4. Contributions
5. What you have learnt from her

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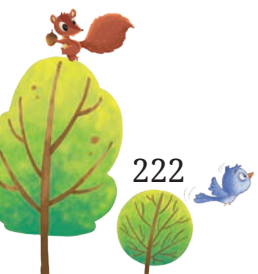

TRANSCRIPTS

HOMAGE TO OUR BRAVE SOLDIERS

Let us listen *(refer to page 196)*

You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear.

Good morning, respected teachers and my dear friends.

Today, I, Gunjan, of Grade 7-C, stand before you to share why I dream of joining the Indian Armed Forces when I grow up.

Serving our country is the most honourable job one can have. It means protecting and securing our nation, even if it means risking one's life. The thought of wearing the uniform, which can only be earned through hard work, fills me with pride and a strong desire to serve India.

The Armed Forces teach you to live a disciplined and organised life. This keeps both the mind and body active. Soldiers are always ready to face challenges because of this discipline. Additionally, regular exercise and training keep soldiers physically fit and ready for any situation. This preparation is something I greatly admire and wish to achieve.

Lastly, being a soldier means having new experiences and adventures everyday. Each day brings new challenges, teaching important lessons, and helping one grow. The Armed Forces offer a life filled with honour, self-respect, safety, and security for both the soldier and their families. It is a life that teaches loyalty, duty, service, and honesty.

This is why I want to join the Indian Armed Forces.

Thank you.

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My Dear Soldiers

Let us listen *(refer to page 203)*

I Think and complete the poem titled 'A Soldier's Pride'.

II Now, listen to the poem and correct your answers wherever required.

In fields so vast, our soldiers stand,
With hearts so brave, and firm command,
They guard our land both night and day,
To keep our fears and foes at bay.

With every dawn and setting sun,
Their duty calls, it must be done,
Through stormy skies and blazing heat,
They march along with steady feet.

For love of land, they fight and strive,
To keep our hopes and dreams alive,
With pride and honour, they defend,
Our India, till the very end.

Rani Abbakka

Let us listen *(refer to page 220)*

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below.

Hello children, you all have read about Rani Abbakka. Let me share with you some details about one more braveheart. Her name is Rani Gaidinliu.

Gaidinliu was born on 26 January 1915, in the present-day Tamenglong district of Manipur. She was a Naga leader who led an armed uprising against the British in Manipur, Nagaland, and Assam. Gaidinliu belonged to the Rongmei tribe, also known as the Kabui tribe.

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In 1927, at the age of 13, Gaidinliu joined the Heraka movement. This movement aimed at the revival of the Naga tribal religion and the establishment of self-rule for the Nagas, ending British rule.

Gaidinliu was arrested in 1932 when she was just 16 and was sentenced to life imprisonment by the British rulers. Between 1932 and 1947, she was kept in several prisons across the Northeast.

After being released in 1947, she continued to work for the betterment of her community. The then Prime Minister described Gaidinliu as the 'Daughter of the Hills' and gave her the title 'Rani' for her courage. She was also awarded the Padma Bhushan in 1982.

In 1991, Rani Gaidinliu returned to her birthplace, where she died on 17 February 1993 at the age of 78. Rani Gaidinliu was conferred the Birsa Munda Award posthumously.

The State Government has developed a park along with a statue to honour Rani Gaidinliu in Silchar, Assam. Not only that, the Government of India issued a postal stamp in her honour in 1996 and a commemorative coin in 2015.

What a braveheart indeed!

https://amritmahotsav.nic.in/unsung-heroes-detail.htm?56

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Notes

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